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This document reports a 1967 summer pilot program designed to serve as a model for uniting the Youth Tutoring Youth concept with the Neighborhood Youth Corps. An introductory section overviews the project in which 200 14- and 15-year olds who were not achieving well in school and who had fallen below grade level in reading were trained to serve as tutors for elementary school children from disadvantaged neighborhoods. Main sections of the report describe (1) "How It Worked in Newark" where nonprofessional Negro women of the neighborhood supervised groups of tutors and tutees and (2) "How It Worked in Philadelphia" where the program was more closely linked with the school system. Appendixes include lists of project personnel with age, sex, and ethnic distribution of tutors and tutees, description of the preservice training of teachers, tutor supervisors, and tutors and of the inservice training and remediation for tutors; an annotated bibliography of books and other teaching materials selected for the project; daily schedules; description of field trips and of the effects of the Newark riots on the program; an evaluation of tutor and tutee achievement and assessment of each aspect of the program; plans for extension of the Philadelphia program; and an outline of procedures for establishing an inschool Neighborhood Youth Corps tutoring program. ED 026 340 is a related document. (JS)

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YOUTH TUTORING YOUTH--IT WORKED

NATIONAL COMMISSION ON RESOURCES FOR YOUTH, INC.
36 WEST 44TH STREET
NEW YORK, NEW YORK 10036

A REPORT ON AN IN-SCHOOL
NEIGHBORHOOD YOUTH CORPS
DEMONSTRATION PROJECT,
FUNDED BY THE MANPOWER ADMINISTRATION,
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INTRODUCTION

The Idea

The idea makes such good sense that it's hard to believe it hadn't been tried sooner.

Teaching is a most powerful learning experience. To bring another to a concept or skill, he who teaches must examine carefully what is involved in grappling with the material or the method. He discovers new approaches, new insights, new ways of looking at the "stuff." And as the teacher works with the pupil in the practice of learning--of making something of his own--he himself realizes a greater facility, a new mastery of the knowledge.

As teaching brings an easiness with the business of learning, it also introduces a sense or responsibility, of being needed. These experiences teach a great deal in themselves.

But almost always, the people who teach are those who already know. Those who need most desperately to learn, and learn now before their time runs out, have rarely had the opportunity to learn by teaching. These are the youth of the city who are not gaining in their school classrooms, who are falling further behind each year in achievement--with the chance for higher education, a good job, a high school diploma, or even a sense of their own worth fading.

The introduction of the concept that these youth could teach young children--with benefit both to tutor and tutee--is surprisingly recent. The initial findings are important. Ronald Lippett and a University of Michigan team found that the behavior of the student tutors improved simply because they were placed, often for the first time in their lives, in positions of trust and responsibility. And the teaching role itself developed their ability to learn.

A study by Mobilization for Youth, New York City's Lower East Side anti-poverty agency, shows that both teen-age tutors and younger tutees improved in reading. The younger children doubled their reading growth rate. The tutors, amazingly, moved ahead more than three years during a single school term.

But until now, the concept of Youth Tutoring Youth on a large scale had not been linked up with a natural partner, the Neighborhood Youth Corps, the government's major effort to create work opportunities for high school students.

The Corps for youth still in school, begun in 1964 as part of the War on Poverty, enabled teen-agers from low-income families to gain work experience in part-time jobs. However, while providing a source of income, the In-School Neighborhood Youth Corps program's jobs have rarely helped the youngster to learn while he earns. The in-school programs have not used the vehicle of tutoring to make the jobs real learning experiences.

A job as a teacher's office helper answering phones may give a teen-ager some sense of worth as well as financial aid--but it does not help him to read better--or even want to read more. And without competence in basic academic skills, this first job may be a stepping-stone to nowhere.

The Neighborhood Youth Corps In-School project was designed to keep students in schools, but seldom did it attempt to do this by linking the job to learning--utilizing the work experience to motivate the student's own educational efforts, making the jobs--especially for the least successful students--educationally related for maximum benefits.

The Summer Project Design

In the summer of 1967, the National Commission on Resources for Youth decided to pilot a program that could serve as a model for uniting the Youth Tutoring Youth concept with the Neighborhood Youth Corps. In order to demonstrate the possibility of such a program on a nationwide basis, the NCRY ran two experimental projects in cooperation with the public school systems of Newark and Philadelphia. The overall objective of these projects was to assess the potential multiple benefits of this new type of Neighborhood Youth Corps program for in-school youth. The Commission, a catalyst for projects in the field of social, educational and cultural services for children, was a natural to pioneer the effort because, it felt, it might help in rechanneling existing Neighborhood Youth Corps programs.

The two projects, each with its own emphasis and difficulties, could have a part, the Commission staff felt, in undoing the effects of the students' previous educational experiences--and in simply keeping youngsters in school. As such, they would be a start in rethinking work experience and educational experience as a benefit for those still--but barely-- in our schools.

Under subcontract to the Board of Education in Philadelphia and Newark, two hundred 14- and 15-year olds tutored elementary school children from disadvantaged neighborhoods (see Appendix A). The tutors were young people who were eligible for Neighborhood Youth Corps by poverty standards for family income, who were not achieving well in school, and who had fallen below grade level in reading. Tutors were nominated for the demonstration by their teachers and guidance personnel. Their tutees were also reading below grade level.

The tutors were paid $1.25 an hour for 22 hours of work each week--16 hours were spent in tutoring and six hours in training. They were not compensated for another six hours each week which was spent in remedial work.

In Philadelphia, 120 tutors worked in groups of 20 at six school locations, each of which was supervised by a certified teacher and a young teacher-aide. These were 17- and 18-year olds, disadvantaged but academically able people who had just graduated from high school.

In Newark the entire project was carried on at one school. The eighty tutors were divided into six groups, and each group of 15 worked under a member of the community who served as a tutor supervisor.

The plan called for a ratio of four tutees for each tutor. In Philadelphia the project was oversubscribed, with 588 tutees enrolling. In Newark the original tutee enrollment was 180; it dropped to 90 at the time of the riots and the original enrollment was not regained. In both cities a certified teacher headed the program, and in Newark there was also an assistant supervising teacher.

Training

Before the regular school year closed, each school system provided one week of training for the professional staff of teachers and aides, and at the beginning of the project, a week and a half of training for the tutors (see Appendix B). The training continued throughout the project, before and after the tutoring sessions.

The systems were expected to detail their own training projects, using as many of their "in-house" resources and specialized personnel as possible. The National Commission on Resources for Youth provided guidance and consultation services in special areas such as group dynamics, role playing, and the teaching of reading.

Materials

The Commission also provided, through rapid order and delivery, special equipment such as primary typewriters, cameras (the Polaroid Swinger and Kodak Instamatic), tape recorders, and a wide range of books and materials not available in the school systems (see Appendix C). In addition, the tutors and tutees created many different kinds of materials themselves, including illustrated stories, scrapbooks and games (see Appendix D).

Schedule

The program hours varied from school to school, beginning as early as 8 a.m. and ending as late as 3 p.m. (see Appendix E). Each tutoring session lasted about two hours, broken by a "snack" recess. Within each school, the non-tutoring time was scheduled for training of tutors, evaluation, and self-help remedial work in reading. Each school had one-half hour for lunch, for which the tutors were not paid. They usually ate with their teachers or tutees.

Field Trips

Educational and "just for fun" trips were part of the project in both Newark and Philadelphia, some with teachers and aides and their tutors, others including the tutees (see Appendix F). The Newark supervisors took the entire group of tutors and tutees on a Circle Line trip around Manhattan Island. In Philadelphia two groups of 15 tutors spent a day at a private interracial social club. Other trips introduced youngsters to libraries, museums and business operations. Trips by individual tutors with their tutees produced picture-taking sessions, the source of stories and booklets.

Tentative Assumptions

Throughout the course of the demonstrations, a number of possibilities were being tested out. These were:

- That a school system can operate a tutoring program using underachieving 14- and 15-year olds as tutors.
- That indigenous non-professionals can, with training, serve as effective supervisors of such tutors.
- That materials appropriate for teaching reading in a tutoring program can be identified and/or developed.
- That underachieving and seemingly unmotivated youths of 14 and 15 years can, with proper training, develop

the skills and acquire the motivations necessary to teach younger children.

- That by providing each tutee with a one-to-one tutoring relationship with an older youth, his reading ability and/or attitude toward learning may be improved.

- That tutors, by learning to teach, can learn to learn and will show gains in reading achievement, although no statistically significant gains were expected to emerge over the brief six-week programs.

- That by providing each tutor with an opportunity to help a younger child, he can feel the satisfaction of being useful, capable and important, and thus enhance his self-respect, develop a sense of responsibility and participation in the society around him and, hopefully, lessen his estrangement from the school establishment and society.

- That the project can successfully demonstrate models for the use of 14- and 15-year olds in a meaningful, educationally-related work assignment which can be readily applicable to a year-round In-School Neighborhood Youth Corps program.

HOW IT WORKED IN NEWARK

Newark is a troubled city. Its violent riot last summer revealed clearly the alienation that exists between those who run the city and those who live at its core (see Appendix G). Those five days told the nation of the depth of dissatisfaction of the ghetto community and the inability of the city to solve its problems.

It was Newark that the National Commission on Resources for Youth, Inc. chose for its more daring demonstration of the summer tutoring program. Here, in the depressed Clinton Hill area, leaders of the bitter Negro community--quite vocal in their criticism of the Newark schools--were to help form the program by recruiting and assisting in the selection of personnel--teachers, tutor supervisors, tutors and tutees--and by working for community acceptance of the project. And here, six Negro women of the neighborhood--well respected for their community work but lacking formal education or training--would be the key personnel in the project, each organizing and supervising the work of a group of tutors and tutees.

Measured by any professional standards, the Newark project had almost everything going against it at the beginning, and problems were compounded by everything from the riots to the paperwork as the summer progressed. Perhaps because of this, its successes were all the more significant.

The school building offered by the Newark system to the project was Southside High School in the Clinton Hill area itself, within the boundaries of July's five days of rioting. The ancient structure, which suffered an expensive fire in the spring allegedly started by hostile students, has bolted-down desks, too small for the teen-age tutors and difficult for use in one-to-one tutoring or in small group sessions. To remedy this very basic problem, the use of the cafeteria for one group of tutors, and several science rooms for other small sessions, was arranged. Indicative of a larger state of disrepair were small signs of neglect: the lavatories were dirty; in the girls' room only one of five cubicles had a working door; and there was no toilet paper or hand towels.

The Community Committee was successful in locating tutors who met the criteria, but recruitment of tutees was immediately a problem. Because the project was housed in a high school, it was not a natural site for elementary school youngsters to reach. The Newark Board of Education did not want to deplete its summer school enrollment by taking tutees from it for this program. However, the Community Committee did work hard in spreading information about the project in the area, posting notices in supermarkets, and holding meetings in housing projects, churches, or wherever they could get an audience. They sought out youngsters on playgrounds and streets, once even flushing a child out from underneath his bed for the tutoring program.

The riot cut sharply into tutee enrollment--the fear it generated either sent youngsters out of the city or kept them closeted at home. Although the tutor-tutee enrollment never came near the one to four ratio planned, each tutor did maintain at least one tutee each. Many tutees came every day, instead of twice weekly as planned, and also stayed all day to increase the number of ongoing tutoring sessions.

The riot did not affect the number of tutors; in fact, on the day after the worst of the rioting, 73 of the 80 tutors, NCRY staff, and all the tutor supervisors but one reported for work as usual. They participated in the training sessions scheduled for that day, sitting on the grass since the school janitor never came to open the building.

Time was a major problem for the project, particularly in the first few weeks. Everything happened very rapidly. Although books and materials were rushed through the ordering process, they arrived after the program had begun. The teacher-in-charge was selected by the school system only one day before the training of the tutor supervisors began, and the assistant teacher-in-charge later during that week. Neither had an opportunity for anything but a brief period of indoctrination concerning the project's objectives. Misunderstandings about goals and methods had to be recognized and corrected later with the assistance of staff members from the Commission and Scientific Resources, Inc., an educatonal corporation working with the Newark schools.

The teacher-in-charge was inundated with administrative details. At the same time, the community tutor supervisors balked at first at the amount of record keeping and paperwork required of them.

However, one of the most fascinating facets of the program was the use of non-professionals in a pivotal position. The tutor supervisors were recruited by the voluntary community action committee of the Clinton Hill area called Crusade for Learning, a group which had been actively protesting the operations of the Newark school system. It was understood that the Commission could introduce the project in Newark only with the permission of this group.

The tutor supervisors were all mothers and residents of the community. They were selected because they were women with "a strong interest, a willingness and an ability to help others, who were flexible, open-minded and in financial need." All demonstrated a good deal of intelligence during the program. The majority had not gone beyond high school. Three had been among the mothers actively storming the Newark Board of Education for reform. During the rioting, several took on the responsibility of food distribution and other emergency relief programs. They were composed during the anguish and danger of the days of rioting--only a few days after the fact did the strain of the experience of protecting their children in a neighborhood ringing with gunfire show. Then a careless word from a white staff member sometimes resulted in emotional responses.

The brief one-week training proved traumatic for the tutor supervisors. It involved two basic parts: training in group dynamics in preparation for working with the tutors, and a fairly sophisticated introduction to some theoretical aspects of reading instruction.

These six community ladies were about to undertake supervision of tutoring, a task they themselves had never done. The prospect must have been somewhat unnerving. Whatever insecurity they brought to their new role was heightened by coming upon the immense body of language and learning theory that they could not possibly be expected to take in in such a short time. However, as goals were stated and the project actually began to operate, they regained confidence and began to carry on in their own ways.

The tone in the rooms used by the supervisors for their tutor-tutee groups took on their own styles. Some were quite free, others more structured. Sometimes the tutor supervisors seemed to imitate the authoritarian or punitive classroom style they recalled from their own school days. However, all of the rooms showed their imagination in making use of available space for displays of materials and student work.

Whatever the tutor supervisors lacked in professional expertise they made up for in their rapport with the children, who were much like those they mothered at home. Here is how one staff observer described the interaction of one supervisor and her group of youngsters:

"The tutoring sessions were ending and...she was reviewing individually, sometimes with tutor and tutee together, the work which had been completed that day. Her skills were something which any experienced teacher would envy. She was looking at work individually--listening to tutees read a little in some cases, admiring, complimenting, answering requests from tutees to take things home to show their mothers.

"Some tutors were writing up reports on their tutoring sessions; others were writing book reports (there are a great many books read in this group) using a very good, simple form which the supervisor had brought in herself; some were just chatting. There was a calm, businesslike, pleasant atmosphere and a respect and desire for the supervisor's comments.

"After the tutees had gone, this kind of discussion continued with the tutors--she would look over the reports, ask a question, make a comment--always softly and without being dogmatic, rewording a question if the tutor's response was not very adequate or appropriate. One tutor was involved in a game she was playing, assigning number values to the vowels in the names of two people and then figuring out a score. She was trying it out on the names of the tutor supervisor and her husband. She showed the same warm interest in this game which she showed in everything else her tutors said, and asked the tutor to demonstrate on the board how it was played. She asked questions about the game to make sure she understood it--and asked me and other members of the class whether we liked the game. In the same manner she talked for perhaps ten minutes with a boy tutor about how he could use a large magazine picture, attractively colored, which featured different flavors of ice cream and ice cream sodas--showed him how he could teach the names of the colors and the flavors, talked a little about the tutee and how he was a little bit hard to work with, but complimented the tutor on how well he was doing.

"One thing I admire most about this woman is that to her nothing a tutor says seems to be an interruption. For example, a tutor noticed a jacket which a tutee had left on one of the desks. He called out immediately about it in the midst of something she was saying about another matter. She welcomed this piece of news and shared the tutor's concern about the jacket and whose it was and what should be done with it to make sure it got back to its rightful owner. She didn't seem to be in any hurry to get back to the subject she had previously been discussing. But when the jacket had been folded by the tutor and carefully placed on a high shelf, she went back unerringly to what she had been saying before.

"This lady is, in my opinion, an unusually gifted and effective person. She relates beautifully to teen-agers (something which, actually, few adults do). Obviously, she was this way before she came into our program--was there anything about our training which helped her to develop some of the skills she practices so well? What else made her the way she is?"

Another tutor supervisor fostered an unusually businesslike, independent approach to the tutoring job among her charges. A visitor to her classrooms saw a considerable variety in teaching activities: picture and word matching, games played on the blackboard, phonics exercises, books being read.

The bulletin boards were especially exciting: they included a display of stories written in connection with photographs taken by the youngsters. One tutor had written an elaborate fantasy based on a photograph of a deserted street scene--it involved a visit from outer space which had "frozen" everybody into invisibility. Other vivid and moving stories told what the tutors believed to be the causes of the Newark riots:

> Poor jobs...Poor housing...A poor police force. Police seldom responded to calls in certain areas of Newark; when they did respond they were slow about it. Newark police are prejudiced, they seem to think that they are working only for the white people or upper-class Negro.

Here is a story, written by a tutee, that grew out of a trip to a firehouse:

I saw the firehouse chief.
And I saw the fire engin.
I took two pictures.
One buy myself on the fire engin.
One with the fire hat on..
We walked there
and we walked back.
We got there and a fireman
 showed us around the place.
It was fun with the exception
 of the heat.
I had fun walking with my tutor
 and other friends.
The part I hated was when I had
 to walk up the hill in the sun.

In the room of one of the tutor supervisors, a tutor and tutee were doing an exercise on similar sounding words. The tutee was working very diligently and the tutor was very patient: "Now, Andre, does that sound like cow? Did you ever see a cow--on TV, in real life?"

Andre: "No--yes, in a zoo, the Bronx Zoo."
Tutor: "Who took you?"
Andre: "My sister."
Tutor: "How old is your sister?"
Andre: "Fourteen."
Tutor: "She took you? What did you see?"
Andre: "Tigers, something with white tape on it."
Tutor: "A zebra?"

Another tutor-tutee set was working on sight words. The tutor wrote the words on the blackboard. If the tutee knew them, she wrote sentences using them, and then read the sentences aloud. The tutee kept these sentences in her notebook with pictures she had drawn and stories she had written about the pictures.

A third tutor was teaching a tutee how to tell time. A fourth was reviewing the days of the week with his pupil.

The tutors became sensitive to the special needs and interests of the youngsters they were teaching. One tutor wrote one story for the tutee to copy, explaining that the younger boy "doesn't write well." Another drew and lettered a menu to teach the tutee sight words because "the tutee loved to eat."

The willingness of the tutor supervisors to learn as they led was best demonstrated by one who was both sensitive to advice and determined to do a good job. Her concern for knowing the reading level of the tutees led an NCRY staff member to work with her in establishing a simple testing program:

"It was very gratifying how well she understood the method of giving this test after I demonstrated it twice; how she understood, without being told, why it was that when the tutee began to have trouble (when words began to get too hard), I would 'give away' a certain number of words and the tutee would not at any time while he was taking the test have a defeating experience. She was able to use this method and to keep an accurate record as she administered the test. (Some graduate students take a week or so to learn to do this.) She was using the test constructively throughout the tutoring sessions...she has shown a very professional concern for the tutees--that they should receive real help from the program."

One tutor supervisor led her tutors into "no-holds-barred" discussions about problems close to their lives: poverty, the ghetto, the need for sex education. Another was especially successful in inspiring her tutors to create original games as learning devices for their tutees.

One of the tutor supervisors stood out as the most impressive and articulate of the group. She was quick to express her convictions in the field of education: the need for individualized and small group instruction, the importance of parental involvement, the bad effects of repeated failures, and the uselessness of supplying children with books they can't read.

The tutoring sessions in her domain were a model of varied and productive work. They included:

- A bilingual (Spanish-American) team playing "Go-Together Lotto," a game which involves matching pictures which go together, such as a television set with a TV aerial, a mailman with a mailbox. The tutee then read simple sentences using some of the words in the game.
- A bilingual tutor and tutee making a map showing the tutee's home, her regular school, and the location of the summer tutorial project. Other sites such as a shoe store and grocery store were added. The tutee wrote labels in English to identify the spots, and answered questions about the places.
- A tutee writing a story about the Circle Line boat trip the group had taken.

- A tutor reading a book to his tutee, occasionally deliberately mispronouncing a word so that the pupil could catch the mistake and correct it. Afterward, he asked the tutee questions about the story to test her memory.

- A tutor playing a game with two tutees in which he would write a word on the board while they looked the other way, and then have them guess the word from the definitions and hints he gave. After the word, such as "tree," was identified, the tutor taught the pupils something about the word, such as the consonant blend "tr" in "tree."

- A tutee looking up words in the dictionary.

- Several tutees practicing writing of the alphabet, in both capital and small letters.

- A tutor using the "Picture Word Cards" for drill on word recognition.

- Several tutors without tutees reading paperbacks.

"If we can only make it work" was the rallying cry of the Newark project. The pressures of limited time and almost unlimited freedom eliminated almost all petty inter-personal difficulties often found in such projects. At the same time, these pressures made unusual demands on the people involved. An NCRY staff member summed it up this way: "In the summer tutorial project--organized so rapidly, operated by people who had never met each other six weeks ago, based on an exciting idea which has been tried in other forms but never in the exact way in which we are trying it--there has been an absence of structure which has been both wonderful and frightening. The demands on the total resources of each person involved have been extraordinary--all of us had to jump into water which is over our heads and then draw to the limit on our experience and skills in order to keep afloat. There has been no limit on what all those involved have had to give--and I mean that they have had to give it simply to have a program running at all."

Then, suddenly, the time was up and the project was over. The gains for the tutor supervisors, tutors, and tutees were hard to assess at once. A few things were clear. The tutor supervisors, long on the outside of the educational process, had realized their ability to function as productive members in a learning situation in the community. The tutors were astonished that just as they were gaining confidence in the technique of learning and in their own ability to contribute, the job was over.

And the tutors wished that they were getting report cards because "It would be the first good one they had ever gotten."

HOW IT WORKED IN PHILADELPHIA

The Philadelphia program was the one with the children lined up outside the door, waiting to get in. Where tutors occasionally were allowed to involve two or three children in a session to meet the demand. Where parents, in some cases, made arrangements to pay the tutor directly to continue privately the tutoring of their children, and church groups modeled their own programs after the tutoring project. Where taking part in the program meant status in the neighborhood.

In Philadelphia the project was based at six locations, each headed by an experienced teacher. Most of these had a special competence to bring to the program.

Six aides, 17- and 18-year olds with high potential, backed up the teachers working well with tutors and tutees.

The Philadelphia school system, which worked closely with the program, recruited tutors through the guidance workers in the high schools. Of the 124 tutors enrolled, 119 stayed with the program throughout.

It was arranged that the tutoring project would have strong cooperative ties with the city's summer school program--many youngsters came from morning classes to an afternoon tutoring session. Teachers in the summer school classes were pleased with the progress made by the youngsters who participated in the tutoring project.

The impact of the project was evident to outsiders as well as to those who took part. Groups of visitors--teachers from other programs--who happened to pass through the cafeteria where tutoring sessions were held were so impressed they stayed for a while, examining the materials the youngsters had made, taking pictures of displays, and copying down the names of publishers of particularly attractive materials and texts.

Parents of tutors were impressed with the work of their teen-age youngsters, and the resulting improved attitude at home.

One outstanding teacher in the program knew that success was at hand when several tutors spoke of the pleasure in being "able to learn while teaching."

And the strength of the one-to-one teaching relationship was summed up by a tutee who explained: "I don't really like my tutor better than my classroom teacher, but I like to work with my tutor better. My classroom teacher has too many children."

Of the teacher-in-charge of one school, an acquaintance said: "You have a feeling she is deeply committed to the concept of the school operating in the community." A teacher of the mentally retarded during the regular school year, she was active in neighborhood programs and enterprising in calling on people of means and resources in the Negro community to finance various ventures.

She created a structured school environment, suggesting that her aim as a teacher was to see that every youngster got a break through becoming middle class. The children dressed in coats and ties, and rose to their feet when addressed. Little courtesies were evident, even in eating lunch from paper bags. "They have been taught manners at least," she would say.

At the same time, her enterprise was always evident. A foster child who had been moved to a new home across town pleaded to continue in the program. She made this possible, and when his clothes hadn't arrived at the new home, provided him with suitable attire. Children who were not able to be accepted by the program were allowed to bring their lunch to the school and eat with the tutors. An Italian boy who could not speak English was tutored after this teacher discovered, through testing, that he could read and understand the language although he couldn't speak it. She would appear at school, with tutors and shopping bags in tow, and one morning with a beautiful head of cabbage--something special for the school custodian who "had done so much for the program." Her confidence and ability left their mark on the program she headed.

This school is well-lit, painted and maintained--a pleasant, cheerful place. Surrounding the school are well-kept homes and gardens, although the Negro neighborhood is officially designated a poverty pocket.

The tutors and tutees at the school were alert, warm, enthusiastic about the program; the parents were very supportive. The children did not want to leave at the end of tutoring sessions--and asked to come every day.

The tutors' motto--"We help ourselves by helping others"--announced itself boldly in their "homeroom" where supplies were kept and training sessions held. Displayed in the well-organized room were: games, records and books; reading charts and aids, such as "Words to Know," "Consonant Blends," and "Digraphs"; instructional aids; and a chart of "Daily Reminders for Tutors."

Although the teaching styles of the tutors varied, they all knew what they were about and were quick to speak from experience. For example, a girl said she thought her tutee learned best when he put together words and pictures. A boy explained he found that the best materials he had made were matching games, which linked words and pictures, numbers and the words that represent them, and parts of compound words.

A tutor, asked to demonstrate the materials she was using, offered these:

- A booklet with large pages filled with pictures and labels of items beginning with the letter "f."
- A color-matching game, involving crayoned pictures and crayoned squares.
- A crossword puzzle with different colored squares, which she used by reading the questions and definitions to tutees so they could respond with answers for her to fill in.
- A game in which contractions were matched with their full spellings.

In a typical businesslike tutoring room, these activities took place:

A girl tutor was working with a boy tutee, using the "Popper Words" (this is a commercially prepared set of word cards which include some of the most common words for beginning readers to practice on). The boy was having rather a hard time--there were many he didn't know. The girl helped him by giving him clues as to the meaning of the words for a while; but then, when it didn't go much better and the boy seemed embarrassed, she said: "There's something else he's very good at," and gave him a Bank Street pre-primer, helped him to read the first sentence, and then gave him a letter game (rather like anagrams, only the letters were larger) to make the words in the sentence.

While he was working, she helped him occasionally and also talked about how much she loves tutoring...she showed a story her girl tutee had written:

What I Learned in Tutoring

> I learned how to read book, and I learned ABC, and I play game, and I learned a lot of words.

A boy tutor worked with another boy who was working one of the See-Quee puzzles --there was a quietness between them which was good. The tutor wasn't hanging over the tutee or quickly correcting him if he made a mistake--just once in a while there would be a question or suggestion. Later, he gave the boy a matching game to work (parts of compound words--a game he had made himself), and there was the same kind of patience, letting the tutee do his best and discover his own mistakes.

A girl tutor worked with a boy tutee recently arrived from Italy. When he enrolled he knew almost no English, but had learned a tremendous amount from his tutor. He read with great pleasure a long story he had written and illustrated about the farm he and his family had lived on in Italy, and the tutor also demonstrated very proudly how well he knew the English names of the things around the schoolroom.

Another quite different program --as relaxed as the other was careful--was located near Temple University in a new and very large junior high school located in the midst of much urban renewal activity. The large number of summer school programs going on at the school relegated the tutoring project to the cafeteria.

The tutors arranged tables and chalkboards cleverly between poles as dividers to create their "own rooms."

The teacher-in-charge was born in a Philadelphia ghetto in a family where there was a great struggle for education. He attended the Philadelphia schools, and now holds an M.A. in education. His wife also works for the Board of Education. His years of experience with underprivileged youngsters were demonstrated in his easy, relaxed dealings with the tutors and tutees. He combines a strong interest in the social studies and an extensive reading background with an earthiness and desire to be close to the environment from which he came and its children. He now heads a team operating with the Teachers Corps out of Temple University, supervising 32 Corpsmen.

His summer program had an air of great freedom--"permissiveness"--that fostered strong responsibility. He was able to leave the program in the hands of the tutors without supervision and come back to find all going as it should have been.

He boasted that his tutors included several gang youngsters and some youngsters whom teachers in the regular school system reported should not be in the program. He took pride in the fact that they succeeded and accepted responsibility.

He treated his youngsters very definitely as adults, putting them on their own whenever possible. "I left them alone," he explained, "and told them they had to develop their own methods, and they have done just this. When I have to go out for an errand they take over and, after my being away, they have carried on just as if I were here."

He took pride in a tutor who had been isolated from the other youngsters because of her appearance and dress, and the startling improvement that took place after she spent her first paycheck on clothes and a hair-do--to the delight of the rest of the group. And in his teacher aide, an ex-gang leader who appeared as usual for the tutoring session in spite of being stabbed the night before.

One technique he used was to send the youngsters out into the community to interview the man on the street and to record the interviews. They asked persons what they thought about teenagers, the war, the riots. These tapes then became the subject of group discussions with the tutors.

The program in this school had more of the kind of youngsters not usually reached by such programs than any of the other schools. Training sessions became real counseling sessions, with the teacher-in-charge serving as a respected, sympathetic and understanding leader.

In setting up the reading program, this teacher kept a careful watch on reading levels and areas of interest--working hard to find suitable materials for tutors and tutees. He brought books of special interest and stories of Negroes and Negro history.

Teaching materials prepared by tutors included: exercises with words to be filled in on small cards in an envelope on the back; a baseball-shaped drill with slots for initial consonants to be pulled through; an attractive puzzle for practicing fitting two parts of a sentence together.

The tutors made scrapbooks of photographs they took. And skillful use of the tape recorder included taking short trips with tutees and recording discussions of what they saw, such as a building going up.

Tutors--and tutees--in each of the six schools learned in many ways. Sometimes the lesson was a bulletin board labeling "Successful Negro People" according to their occupation-- people like Martin Luther King, Leslie Uggams, Sidney Poitier, Malcolm X.

Another time it was a chalkboard picture of a weather vane moored in the ocean, with storm clouds and lightning on one side, white fleecy clouds on the other, and the legend: "A weather vane shows which way the wind is blowing."

Or sometimes it was the result of a tutor-tutee walk about the neighborhood where something new was discovered and photographed. One tutee grew fascinated by a "vacuum truck" used to clean the city streets, and came back to school to write this story:

The Big Balloon

> The big balloon is by the church. The truck was holding the big balloon. It is a vacuum cleaner.

And even a song had its role: One tutor and tutee practiced singing softly, during a session, a song they had made up about the tutee modeled after the folk song, "John Henry." It went this way:

> Sam, Sam Sanderson
> Samuel born with a book in his hand.
> He went to Locke School.
> He learned to read that book in his hand.
> Sam, Sam Sanderson. He sing with that book in his hand.
> He lived by that book in his hand.
> Sam! Sam! Sam!

At times the learning was a cooperative venture. At one school in a meeting of several tutors and tutees, a film of "Cinderella" was shown while a tutor read dramatically a narration of the story. Then the tutors asked their tutees specific questions about the story: "What happened when midnight came?" "What did the prince do when he found the slipper?"

Another group--two tutors and four tutees--listened to a recording of Tschaikovsky's "Nutcracker Suite." One tutor related the Nutcracker story, and another danced to the music of the ballet.

The tutors explained that the use of films, story-telling and music was important in improving listening, an important skill for the tutees if they were to get along in school.

Games, they felt, were the best stimulus for learning about words. During the last fifteen minutes of a tutoring session, two unusually attractive tutors (a girl and a boy) were working with nine tutees in a game situation (two groups of four and five). The girl tutor's group was playing "Password." She would give a child a secret word written on a folded scrap of paper, and the child would give clues from which the other children would guess the word. The children were enjoying themselves immensely. The tutor herself absolutely glowed with enjoyment and with the desire to give pleasure and confidence to the children. If a child who had received a "password" couldn't read it, she would come to him and he would put his arms around her neck and they would hold a whispered consultation which seemed so delightful that embarrassment about needing help with the word seemed out of the question. When a child guessed a word, everybody seemed to share his pleasure.

The tutors proved to be resourceful teachers. They tried out lessons on sisters and brothers at home to determine appropriateness, drew out shy youngsters, honed word drills and exercises to the most effective use, and helped the tutees to delight in each other's learning.

Their response to the program was gratifying. One tutor summed up the summer this way: "I learn more than my tutee does." And another added: "This program kept me out of trouble this summer--for a change. Who can tell, maybe I'll be a teacher someday. I find I really like it."

IN CONCLUSION

The summer tutoring project was a hope--that young teenagers needing academic help could gain it by teaching equally needy children; that these 14- and 15-year olds could gain strengths as they shared their resources; and that this role of tutor-who-learns could be particularly valuable as an In-School Neighborhood Youth Corps assignment. The National Commission on Resources for Youth believed that this first demonstration might be a model for including large numbers of city youth in a Corps program that would mean more--in the long run--than a mere stipend.

There were two very different model projects--one in Newark with a strong community base, a more extensive one in Philadelphia with happy ties to the school system. Philadelphia's project used the strengths of experienced teachers, young teacher aides, and the traditional resources of the school establishment. Newark's program bargained on the willingness and determination of those whose lives are the inner-city. With different problems, each project found its own successes.

In both places, the one-to-one tutoring relationship was the focus. Supporting it were pre-service training for staff and tutors, and regular in-service training and remediation for the tutors. The real site of learning, of course, was the place where tutor met tutee to share and develop skills, ideas, confidence.

Findings

The program showed surprising academic gains among the tutors in statistical terms (see Appendix H). In Newark, where the tutors were indeed underachieving youngsters, significant gains were noted in various reading skills, and reading age equivalents leapt 3.5 years. Philadelphia's tutors--who did not really fit the program's criterion of demonstrated reading failure--increased one year in their mean reading age equivalency.

No one expects that the Newark tutors really did gain 3.5 years in reading maturity in a mere six weeks. Although some of the gain may have been genuine, there are many explanations--such as test familiarity and pressures for improvement--for the startling rise.

What did count most were changes and events, both subtle and dramatic, that were evidenced day by day, convincing the Commission that the In-School Neighborhood Youth Corps has the potential for involving 14- and 15-year olds, and for providing them work assignments that are educationally oriented:

- The care and excitement with which a tutor led a tutee through a challenging lesson, showing that once responsibility is given, it will be accepted--and used for great benefit.
- The lesson itself, where tutors learned along with their charges.
- The tutors' sustained interest participation (only 7 of the 200 tutors left the program, and they did so because of illness or a higher paying job).
- The increased literacy skills of tutors and tutees, their changed vocational aspirations, and their greater sympathy for the classroom teacher.
- The understanding and easy rapport that developed

between tutor and tutee, demonstrating that tutors did identify with younger children and found this a way to get at their own problems.

- The new pride evident in the tutors as they grew in their new role of "teacher"; and in their own eyes, as well as those of parents, teachers, and tutees.
- The books that disappeared from shelves and circulated in the group, as the written word came into their lives in a real way for the first time.
- The endless variety of complex and simple materials they devised, as their creativity thrived in attempts to spur tutees.
- The new confidence that displayed itself in finding ways to communicate with the tutee in an individual relationship.
- The successful participation of sub-professional community people, and the enthusiasm and support they engendered in other parents.

One person who worked with the tutors put it this way: "The overall accomplishment that came out of this program for me was not, necessarily, the improvement of reading in these children, but more the change of attitude in these kids. The experience that they had in just trying to help someone else I think had an overriding effect, more so than any improvement in reading. The six weeks that they worked I don't think is going to show that they had that much improvement. If it does, then we are a miracle program. But I do feel that even more important than that improvement was the sense of achievement that these tutors realized and the fact that they know it... that they realized that there was some change...that they grew a little."

A host of questions arose during the brief six-week program, and participants came away with a variety of opinions (see Appendix I). Still unsolved: Since in Newark sub-professionals successfully supervised the tutoring program, could the teenagers themselves do it? Should youngsters be recruited through the school system or directly from the community? Should training stress reading techniques or the knotty problems of supervising and working in an unusual group situation?

The summer project only hinted at the solutions. Consultations with experts and a conference based on the summer experience have begun to help NCRY staff members come to grips with some of these.

Plans for the Future

To answer these questions, to foster further the adoption of tutoring as a desirable Neighborhood Youth Corps assignment and, boldly, to attempt to change the structure of the schools by bringing tutoring into the curriculum and encouraging the employment of sub-professionals as instructional aides, the Commission is planning an extension of the demonstration in the Philadelphia school system during this school year with the help of the U.S. Department of Labor (see Appendix J).

This ambitious extension would not have been possible without the summer program before it--and the fact that the project accomplished its main objective. It worked.

APPENDIX A: PROJECT PERSONNEL AND AGE, SEX AND ETHNIC DISTRIBUTION OF TUTORS AND TUTEES

NATIONAL COMMISSION ON RESOURCES FOR YOUTH, INC.

STAFF OF YOUTH TUTORING YOUTH PROJECT--SUMMER, 1967

Director of N.C.R.Y.:	Mary Conway Kohler
Project Director:	R. Richard Johnson
Assistant Project Director:	Sally Sullivan
Research Associate:	Kaaren Tofft
Research Assistant:	Nancy Herman

Philadelphia

Program Administrator:	Robert Eaverly
Teachers-in-Charge and Aides:	Gertrude Barnes--Emlen Jacqueline Purnell, Aide Justine De Van--Locke Bonnie Sacks, Aide Barbara Griffin--Stanton Henrietta Lemon, Aide Anna Harris--Waring Anibol Molina, Aide Charles Peoples--Wanamaker Jon Newson, Aide Levi Tanksley--Fitzsimons Jeremiah Mack, Aide

Newark

Teacher-in-Charge:	James White
Assistant Teacher-in-Charge:	Alice Moss
Tutor Supervisors:	Ruby Fearrington Shirley Graham Beatrice Lang Barbara Strother Grace Torrence Annette Williams

AGE, SEX AND ETHNIC DISTRIBUTION OF TUTORS AND TUTEES

Philadelphia (as of first week of August):

Staff	Program Administrator	1	Negro
	Teachers	6	Negro
	Aides	5	Negro
		1	Spanish-speaking
Tutors (121)	Age	43	14 years old
		78	15 years old
	Sex	91	male
		30	female
	Ethnic	118	Negro
		2	Spanish-speaking
		1	Caucasian

Three tutors dropped out: one became ill, another for disciplinary reasons, and the third moved away.

Tutees (588 in grades 2-7)	Age	66	7 years old
		112	8 years old
		121	9 years old
		158	10 years old
		81	11 years old
		31	12 years old
		14	13 years old
		5	14 years old
	Sex	299	male
		289	female
	Ethnic	509	Negro
		64	Spanish-speaking
		15	Caucasian

As many as 710 tutees were enrolled in the program at one time; at the conclusion of summer school, the enrollment settled at 588.

AGE, SEX AND ETHNIC DISTRIBUTION OF TUTORS AND TUTEES (cont'd)

Newark (as of first week of August):

Staff	Teacher-in-Charge	1 Caucasian
	Assistant Teacher-in-Charge	1 Negro
	Tutor Supervisors	7 Negro
Tutors	Age	23 14 years old
		44 15 years old
		13 16 years old
	Sex	29 male
		51 female
	Ethnic	77 Negro
		1 Oriental
		2 Spanish-speaking

Four tutors dropped out of the program: one went to the hospital, one to the regular Neighborhood Youth Corps at higher pay, and two moved out of the state.

Tutees	Age	10 8 years old
		30 9 years old
		20 10 years old
		15 11 years old
		12 12 years old
		3 13 years old
	Sex	34 male
		56 female
	Ethnic	87 Negro
		3 Spanish-speaking

Original enrollment was 180 tutees; after the riots, this stabilized at approximately 90.

APPENDIX B: TRAINING

In both the Newark and Philadelphia models of the project comprehensive training was provided in two phases: (1) an intensive two-week preliminary training phase with direction from outside professional consultants in the fields of remedial reading, sensitivity training, critical thinking; and (2) an ongoing in-service phase conducted by professionals on the permanent summer staff. However, as one would expect, the specifics of the training programs in Newark and Philadelphia reflected the basic differences between the two models.

Pre-service Training: The Tutor Supervisors, Teachers, and Aides

On June 19th, both Newark and Philadelphia began their respective programs with a week of orientation for the teachers and aides. In Philadelphia the tutors were to be supervised by six experienced teachers, aided by six youths who were recent high school graduates. Assuming the teachers would bring to the program an expertise in the more technical aspects of teaching reading, the Commission chose a consultant, Dr. Goodwin Watson, who would help the teachers focus upon the affective elements of learning. Dr. Watson, a pioneer in the field of sensitivity training, led the first day of teacher and aide orientation with a workshop designed to build good communication among the teachers and to emphasize the importance of the relationship between people in the learning process. Teachers were encouraged to talk openly about themselves, about their anxieties, their hopes, their feelings; and to react to one another openly, not only to make them feel more secure in their new role, but also to serve as a model for training the tutors in the week to come. Thus, the Commission, through Dr. Watson, from the very beginning infused into the program its strong belief in the interdependence of affective and cognitive learning. The program was to be a short one--if a tutor could establish a bond with his tutee, if tutor and tutee could gain a richer sense of self, and through this develop a better feeling about the written word, the project would achieve its goals. At the end of Dr. Watson's session, the teachers had already actively felt a change come over them. They had moved from a self-conscious assembly of strangers to a group of people with much in common. As one teacher put it at the end of the session: "Within this particular situation, I think the more you talk about it, the more I think that I'm going to like it here." Hopefully, they could use this experience to make the tutors and, ultimately, the tutees similarly feel at ease.

The remaining four sessions of the Philadelphia pre-service training for the teachers were conducted by Mrs. Kay Jackson, remedial reading specialist for the Philadelphia school system.

Mrs. Jackson was also in close touch with the Board of Education summer school, having led workshops for the summer school staff in remedial reading and language arts. The Youth Tutoring Youth project was to work closely with the summer school--tutees were to be pulled out of two summer school language arts periods a week to work with a tutor, and children were to be encouraged by the summer school to remain in school in the afternoon to receive more tutoring. The Philadelphia Board of Education was most receptive to the program from the beginning but, particularly at first, was apprehensive about coordination between the approaches to reading used in the regular program and in the tutoring program. Not only were they worried about confusing the children with conflicting approaches, but the summer school program had set up a research-oriented project to compare the effects of several different reading approaches and did not want the tutorial to distort its data. Thus, Mrs. Jackson was called in to coordinate the two programs as well as to conduct reading workshops. Her sessions were primarily concerned with the more practical aspects of tutoring: describing what specific materials would supplement the various summer school approaches, giving practical tips for helping the tutors get acquainted with their tutees, having the teachers plan a hypothetical first day to allay anxiety, setting up workshops with specific materials and games, etc.

In summary, the pre-service training program in Philadelphia reflected the close cooperation between the Board of Education and the Commission which existed from the beginning: The Commission provided an exciting consultant, Dr. Watson, to help seasoned teachers view the teaching process in a new way; the Board of Education provided a top reading specialist from its own staff to expose the teachers to the more innovative methods of teaching reading, as well as to help coordinate the summer school and tutorial effort so that they might supplement each other in bringing the child a rich language experience.

In Newark, the task of training the tutor supervisors was infinitely more complicated. Instead of six experienced teachers who had already worked out their own ways of handling groups of children in a classroom situation, who had assumed a teacher role, and who would bring a familiarity with materials and teaching methods into the program, the Newark program was to be supervised by six untrained women from the community--mothers with deep sympathy for the ghetto child's learning problems, deep-seated hostility towards a school system which could not seem to cope with their own children's problems, no previous experience in handling groups of children other than their own, no tutoring experience, and little familiarity with reading materials. In one short week these women not only had to gain a sense of themselves as supervisors for a group of teen-agers, but had to prepare themselves to help give the tutor a sense of his new role, not only emotionally but practically. These women brought into the program a special kind of dedication, and openness to new ways of breaking the cycle of failure for ghetto children--many of them felt that the classroom had not provided the individualized attention their own children needed and were committed from the beginning to the concept of youth helping youth, and in turn helping themselves. The problem for the Commission was just how to preserve this openness and commitment as the women began the difficult process of assuming a new role, of confronting groups of teen-agers perhaps for the first time, of facing the need for concrete skills as the tutors met with their tutees and needed "things to do." Because of existing friction between the Negro community, including the program's Community Committee and tutor supervisors, and the Board of Education, the Commission did not have the cooperation of the educational establishment in Newark to the same extent that it had in Philadelphia. Thus, in Newark the Commission took a more directive role in the training of tutor supervisors. Whereas the Commission had provided only one special consultant for the Philadelphia program, in Newark four outside consultants with varying approaches conducted the entire week-long pre-service training for the tutor supervisors.

Dr. Mel Howards of Northeastern University and his assistant, Mrs. Nell Whittaker, opened the training sessions with the tutor supervisors. These two consultants were brought in from a tutorial project which Dr. Howards had set up and was operating in the Negro ghetto in Boston. Here he had developed a highly structured and technical method for training indigenous mothers to tutor children who had reading difficulties. NCRY hoped that Dr. Howards could provide the Newark tutor supervisors with certain basic knowledge and practical remedial skills which could in turn be easily conveyed to the tutor during the second week of preliminary training. Given the short period of time for such orientation, Dr. Howards' methods had a certain appeal: his approach was concisely organized and packaged--divided into procedural steps and, thus, it was hoped it would give the tutor supervisors a concrete manual or format to hold onto to help them confront the initial insecurities. Dr. Howards spent two days conducting concentrated sessions to acquaint the tutor supervisors with the essentials of his method. Then his assistant, Mrs. Nell Whittaker, a Negro mother who had been trained by Dr. Howards and was now helping him train other mothers to tutor, conducted the next two sessions. Mrs. Whittaker broke the Howards program down into its basic components, leading workshops in which the tutor supervisors practiced the various techniques such as giving informal reading analyses to determine initial reading level, practiced exercises in formulating questions to test reading comprehension, etc.

The tutor supervisors practiced these prescribed techniques upon each other and, during the fourth session, two children (3rd-5th graders) were brought into the workshops to give them a more realistic tutoring experience.

Whereas Dr. Howards and Mrs. Whittaker were selected as consultants to provide a familiarity and working knowledge of reading and cognitive tutoring skills, NCRY felt that it was highly important that the affective spheres of learning be emphasized during the training, too. Thus, Dr. Goodwin Watson conducted a morning training session similar to the one he conducted in Philadelphia. Again he talked to the tutor supervisors to relieve their anxieties and tried to build communication among them to help them feel the importance of the bond between teacher and pupil as crucial to any learning. In a similar vein, Mr. Gerry Weinstein from the Ford Foundation conducted a half-day session with them. Mr. Weinstein put the tutor supervisors through a series of role-playing exercises, both to put them at ease and to serve as a model for training the tutors. Most of these role-playing exercises revolved around a hypothetical meeting between the tutor and the tutor supervisor on the first day. Sometimes Mr. Weinstein would assume the role of a confused tutor and pose questions and attitudes which the tutors might bring to the program, requiring the tutor supervisors to anticipate problems that might arise and act out their responses ahead of time. As Mr. Weinstein put it, "I don't think that you will have to learn another thing about reading, about schoolwork, about phonics, about anything in order for you to do a good job with these tutors. I think that you have enough knowledge already just as an adult, a parent. And the way you relate with the tutor and work with him is the most important thing that you could possibly know." His commitment was to attitudinal change, making the child feel better about himself. Mr. Weinstein emphasized that children would feel better about the written word only as reading was directly meaningful to them. The role-playing exercises were conceived as demonstrations in how to help people feel more comfortable in a new role by practicing this role before actually being required to assume it.

In summary, Newark's pre-service training program for the tutor supervisors was two-dimensioned: Dr. Howards and Nell Whittaker provided the technical, practical training in the mechanics of teaching reading; Gerry Weinstein and Dr. Goodwin Watson focused upon the affective sphere of assuming a new role, upon the importance of positive feelings and attitudes, and on a strong teacher-pupil bond, so necessary to the success of the learning process.

Pre-service Training: The Tutors

Unfortunately, there is less available data concerning this phase of the program because the sessions were not taped. In Philadelphia each of the teachers was directly responsible for the preliminary training of the tutors he or she would be supervising; this training was held within the six individual schools. Specific training procedures varied with the wide range of teacher personalities. The 18- or 19-year old teacher-aide assisted with this training.

In both Philadelphia and Newark the tutor training occupied five full days, for which the tutors were paid at $1.25 per hour.

In Newark the training program for the tutors differed somewhat. Since the entire tutorial was to be held in one school, rather than in six individual schools as in Philadelphia, the tutor training was a more unified process. Because the tutor supervisors were so inexperienced, the Commission felt that outside consultants should be accessible during this week to provide support and to assist the supervisors in training the tutors. Therefore, Dr. Howards was available on Monday, June 26th, to assist with the training. The entire group of tutors met together in the auditorium of Southside High School for an orientation session with Dr. Howards in which he introduced some of the material from his manual. During the afternoon, the tutors divided into groups and met with their supervisors. On Tuesday and Wednesday, Mrs. Whittaker returned to help with the training. During the morning, on both days, the tutors met with their supervisors, and Mrs. Whittaker circulated throughout the rooms giving individualized assistance. In the afternoons, the tutors met as a group in the cafeteria for group training sessions with Mrs. Whittaker, who answered various questions the tutors had:

Tutor:	What if a child can't say a word? How help him?
Nell:	Give examples of the words like and live. You would write the words and let him see and hear them--he has to see them and say them at the same time.
Tutor:	What should you say first when you meet your tutee?
Nell:	You should tell him your name and tell him you are going to help him. Get to know him. Find out his interests and troubles. Whatever the youngster says or writes, encourage him that it's good.

What little data there is from the Newark tutor-training sessions indicates that Dr. Howards' methods for tutoring served as the central focus of the training. There is no evidence that the role-playing techniques demonstrated by Mr. Weinstein or T-group techniques demonstrated by Dr. Watson were utilized in training the tutors; though if more complete data were available, it could reveal the opposite. Since Dr. Howards and Mrs. Whittaker were present for the first three days of training, it would seem reasonable that their particular approach would dominate. During the last two days, leadership of the program was transferred to the two professional teachers, Jim White and Alice Moss, who were to direct the in-service training once the program was in full session. Tutors continued to meet with their supervisors for training during these two days, with the two professional teachers moving from one group to the other to render assistance when needed. The concentration during these two days was on the Howards technique of teaching reading, as absorbed by the tutor supervisors.

In-service Training

Training for both teachers and tutors did not end when the program moved into full-scale operation with inclusion of tutees. Written into the model in both Philadelphia and Newark were provisions for in-service training throughout the duration of the program.

For the teachers, this training took the form of staff meetings where ideas could be shared, problems discussed, and new materials introduced. In Philadelphia, the teachers and teacher-aides met every Friday afternoon in one of the six schools. The meetings were chaired by the NCRY project director or the Philadelphia program administrator. These meetings were devoted to discussions of the week's accomplishments and crises, ways of handling problems, administrative matters, and the distribution of materials and supplies. The aides, as well as the teachers-in-charge, made substantial contributions to the group discussions; useful techniques and insights were shared and refined in the give-and-take of the group.

In Newark the in-service training program for tutor supervisors was more extensive. They met approximately ten hours a week for formal and informal training sessions usually conducted by Jim White and Alice Moss, with the occasional assistance of Muriel Flynn, consultant from Scientific Resources, Inc., and Sally Sullivan from the Commission. This time was used in several ways. Part of it was devoted to daily formal sessions on the mechanical aspects of teaching reading in which particular skills were focused upon and games and activities for improving these skills were presented. New materials and ideas were also shared during the in-service training sessions, and large portions of the sessions were devoted to informal discussion of the various problems encountered by the supervisors. On Friday afternoons, the aides met for two hours for more intensive training and weekly evaluation.

The basic differences between the in-service training programs in the two cities were closely related to the differences in the physical set-ups between the two programs. In Philadelphia the programs were spread out into six versions, each located in a different school so that daily staff meetings were impractical. In Newark the entire program operated in one building, so that frequent staff meetings were more feasible. Also, Newark's model provided two professionals to provide full-time supervision and training for the sub-professionals--a feature not existent in the Philadelphia program.

In-service training for the tutors was also provided in both Philadelphia and Newark. The tutors met with their supervisors every day to plan and evaluate their tutoring and were actually paid for six hours a week of on-the-job training. In addition to this, they were expected to spend six hours a week doing personal remediation work with their teachers for no pay. Data on this phase of the program is also sparse in that few recordings were made of these sessions. In Newark the tutor supervisors would often convey the skill presented to them by the teacher-in-charge in the daily formal training session to the tutors to be ultimately used in the actual tutoring, but essentially the time was used in as many different ways as there were teachers.

APPENDIX C: SELECTION AND USE OF BOOKS AND OTHER TEACHING MATERIALS

INTRODUCTION

Selection

As a first step, conferences were held with a number of consultants who were highly qualified in the fields of children's literature and the teaching of reading. With the help of these experts, Commission staff members compiled a list of recommended teaching materials. Special thanks are due to these consultants, who gave generously of their time and knowledge: Dr. Melvin Howards, Northeastern University; Miss Ida Kravitz and Mrs. Katharine C. Jackson, School District of Philadelphia; Mrs. Riva Reich, Bank Street College of Education; and Mr. Gerald Weinstein, Ford Foundation.

The second step was to find out which materials could be provided by the school systems of the two cities. The Philadelphia elementary schools made available to the project their full range of instructional resources--including audio-visual materials, well-stocked school libraries, and incidental supplies such as paper and crayons. These materials were already in the schools for use by the regular summer school program.

In Newark, where the project was housed in a high school building, appropriate teaching materials were not available, and the problem of securing them from nearby elementary schools was complicated by the Newark school system's lack of a central inventory of the distribution of reading books in individual schools. Except for a small number of workbooks and junior high reading books (secured and brought by car from a school in which the Newark Project Director had personal contacts), no instructional materials were provided by the Newark school system. A first priority was, therefore, to secure basic supplies such as pencils and notebooks. Even the snacks had to be ordered--cookies, fruit drinks, and the paper cups in which to serve them!

As time limitations permitted, consultations were then held with project staff and advisory committee members in Newark and Philadelphia. Sample copies of some of the materials recommended by consultants were secured, and reactions and additional suggestions were sought from those who would be involved in the day-to-day operation of the projects.

In Newark, especially valuable guidance was provided by Miss Alice Moss, Assistant Director of the Newark project; Miss Muriel Flynn of Scientific Resources, Inc.; and Mrs. Rebecca Andrade and Mrs. Doris Williams of the Newark Citizens' Advisory Committee.

In Philadelphia, the major part of the weekly staff meeting on June 30th was devoted to a discussion of teachers' requests and recommendations for books and teaching materials to supplement those available through the school system.

A trip to Scholastic Book Services in Englewood Cliffs, New Jersey, was made on July 5th by two carloads of professional staff members, tutor supervisors, and advisory committee members to select the paperback books which were used in Newark. The purpose of this trip was to give a largely non-professional group of community committee members and tutor supervisors an opportunity to gain experience in selecting their own educational materials.

Through the courtesy of Mr. David Kienast of Scholastic Book Services, arrangements were made for a display of 122 titles, requested for examination after a preliminary study of the catalog. The trip was a pleasant and successful one, as described by one staff member:

> At Scholastic, the books we wanted to see were waiting for us, and we had a comfortable place to work in the reception room, where there were easy chairs around a large coffee table. Our people quickly organized themselves to do an efficient job of examining the books, recording the selections and keeping straight which books had already been checked. If somebody liked a book, he might ask someone else what he thought, and in a very informal way; but to everyone's complete satisfaction, a list of 85 books which people liked best was compiled.

Lay comments on the books showed a high degree of astuteness and professionalism. For example, tutor supervisors noticed not only whether stories and pictures were attractive and likely to appeal to the children they knew, but whether they would encourage children to read for themselves. As one supervisor commented in comparing two beginners' reading books, both brightly illustrated:

> This one is better because there is not too much printing on each page. The pictures will draw a child's eyes to the reading because there's not so much reading that he will be frightened of it.

In the discussion which followed this comment, reactions from other lay representatives were:

> Well, I think we should prepare our children to live in a world with all kinds of people--not just one way.
>
> I agree that we should have all kinds. But if something is good otherwise, we shouldn't rule it out because it isn't integrated.

Thus, the staff who took responsibility for placing orders for books and other teaching materials were guided by a wide range of professional and community opinion.

Other considerations which strongly influenced the final selection were: (1) the desire to take advantage of the opportunity to try out a wide variety of innovative materials; (2) the desire to encourage a highly individualized teaching approach by teachers, tutor supervisors, and tutors; (3) the desire to include as many reading materials as possible which would be related realistically to the lives of the urban minority group children whom the project served; (4) the necessity of including materials suited to a wide range of age and reading levels (orders had to be placed before the ages and reading levels of the tutees were known); and (5) the necessity of getting books and materials delivered to Newark and Philadelphia as quickly as possible so that they could receive maximum use during the six-week program.

Many of these considerations seemed to point to the advantages of ordering many different kinds of materials in small quantities so that each teacher and tutor supervisor could have available for tutors and tutees as broad a selection as possible. Therefore, most orders were placed in quantities of one or two copies for each teacher or supervisor.

Placement of Orders with Publishers

Most of the orders for materials purchased by Commission staff were placed by telephone, airmail, or visits to publishers' offices between June 23rd and July 5th. Initially, attempts were made to secure books and teaching materials quickly through local bookstores or educational supply houses. However, it was found that very few of the newer materials recommended by our consultants were stocked by local distributors to the extent of even a dozen copies.

This was dramatically demonstrated when it proved impossible--even by calling a dozen suppliers--to secure locally enough copies of a very popular paperback on Negro history which it was desired to use in the Newark tutors' training session.

Our experience indicated that the fastest and most reliable service could be secured through direct placement of orders with the publishers' home offices, even if their warehouses were located at a considerable distance from the point of delivery.

Many examples of unusual cooperation on the part of publishers' representatives and order departments might be cited. Once the purpose of the projects and the urgency of immediate delivery had been conveyed to those who were in a position to expedite shipments, their original estimates of delivery times were often drastically reduced--for example, from three weeks to one week. Even when, as in the case of one Midwestern publisher, a hurricane had just ripped the roof from their warehouse, delivery was made in a week's time. Where direct contact with the publishers indicated that shipment could not be expedited, no orders were placed. In a few cases, when delivery was delayed beyond the estimated time, books and games were returned to the publishers.

Distribution of Materials

Once the materials had been received--mostly during the first two weeks of the program--a great deal of time-consuming work was involved in unpacking, inventorying and distributing them to individual teachers and tutor supervisors. Both staff and volunteers worked very hard to accomplish this. In Philadelphia, deliveries were made to one central point, the Planning Office, and the Project Director had to arrange to transport them to widely separated schools throughout the city. In Newark, special problems arose through the absence of bookshelves or library tables in the tutoring rooms and through the tutor supervisors' unfamiliarity with the materials and means of guiding their use by tutors and tutees.

All materials were stamped as the property of the U.S. Department of Labor, and careful inventory records were kept. Loss of materials was kept low. As reported by the Project Director, the missing items in Newark were one camera and 300 books. In Philadelphia, no losses were reported. Materials, now stored, will be sent to the Philadelphia School System for use as soon as the project is resumed.

Resources for Future Tutorial Programs

In order to facilitate the selection and ordering of books and other teaching materials for future tutorial programs, a listing of the materials we used has been prepared. With this list are brief descriptions of the materials and how they were used, and tentative evaluations of their effectiveness by teachers and tutor supervisors.

In Philadelphia, the Project Director prepared forms on which teachers were asked to rate materials on a scale of "Outstanding," "Excellent," "Good," "Acceptable," or "Of Little Value to the Program." In Newark, tutor supervisors were asked to note their evaluations in whatever form they wished. Some listed all books as either "liked" or "disliked," and others wrote more extended comments on materials they believed deserved special mention.

Finally, there is appended a list of publishers' addresses and telephone numbers.

In the offices of the National Commission on Resources for Youth is a resource library of books and other teaching materials for consultation by those who will plan future programs. There is also a file of publishers' catalogs and price lists.

Although our experience showed that the wide range of teaching materials which were provided could not all be put to good use during a short six-week program, it is hoped that what was learned by this broad sampling of innovative teaching materials will prove helpful to those who operate other projects with teen-age tutors. It is also hoped that what was discovered during this short demonstration will be only the beginning of a continuous, ongoing evaluation of the materials which can be used most effectively in tutorial programs throughout the country.

Two thirty-minute films have been made showing (1) tutors working with their tutees, and (2) a Philadelphia teacher and a Newark tutor supervisor each conducting a training session with her tutees. These films will be used by the Commission in its effort to promote in school systems the use of In-School Neighborhood Youth Corps enrollees as tutors of younger children.

MANUALS AND PROFESSIONAL REFERENCE BOOKS (Used by Teachers, Aides, and Tutors)

How to Help Children Learn to Learn, by Beatrice F. Goldszer (Action-Housing, 1965).

A tutor's manual "aimed directly at reaching out to the child who has been experiencing reading, writing and perhaps speech difficulties" and "designed to stimulate children's hearing, seeking, speaking and writing skills, and thus prepare them to feel more confident and ready to learn in the classroom." The manual includes many specific, practical suggestions for relating language skill teaching to children's interests, such as going fishing, favorite television programs, comic books and pets.

All Philadelphia teachers rated this manual positively (from "Outstanding" to "Good"). Philadelphia teachers ordered additional copies for their own use following the summer program. Some comments: "Easily understood by tutors; enjoyed using sections on reading"; "This book provided a lot of useful activities." The manual was not mentioned in evaluations by Newark tutor supervisors.

How to Teach Reading, by Morton Botel (Penns Valley Publishers, Inc.)

This paperback textbook was used in Newark only, where one supervisor mentioned it as "helpful." Compared with many textbooks on the teaching of reading, it seems brief, clear and not excessively technical. Probably its usefulness would be greatest as a reference book for those who may plan pre-service and in-service training for tutorial programs, or as a textbook for advanced tutors or aides who have already had some direct experience in teaching children to read. A chapter on "Teaching Comprehension and Interpretation" may be found especially helpful. Some of the recommendations for "Teaching Word Attack" seem rather didactic on matters on which there is considerable difference of opinion among the experts. If presented "cold" to inexperienced tutors, they might tend to involve them in an overly formalized sequence of lesson planning before they had gained the judgment to adapt the recommendations to the needs and interests of tutees.

Phonics in Proper Perspective, by Arthur W. Heilman (Charles E. Merrill Books, Inc.)

Another paperback textbook, used in Newark only, where it was not mentioned in the evaluations by tutor supervisors. While this text offers to the professional reader a balanced approach to "The Purpose and Limitations of Phonics Instruction," and while it includes some valuable specific suggestions for teaching children to sound out words, it would seem (like the Botel textbook described above) too detailed for use by inexperienced tutors and aides.

Listening Aids through the Grades, by David H. Russell and Elizabeth F. Russell (Teachers College Press).

This manual includes a wide variety of games and activities to sharpen children's skills in listening to and comprehending spoken language. Since many children with learning difficulties tend to "tune out" during oral classroom activities, this collection of suggestions would seem especially valuable. It was rated as "Outstanding," "Excellent" or "Good" by all Philadelphia teachers. It was not mentioned in evaluations by Newark supervisors.

Reading Aids through the Grades, by David H. Russell and Etta F. Karp (Teachers College Press).

Like its companion volume, Listening Aids, this manual is a practical collection of games and activities to teach reading skills to children throughout the elementary grades. It includes many suggestions for games the tutors can make themselves, many illustrated by clear drawings. Rated as "Outstanding," "Excellent" or "Good" by all Philadelphia teachers. It was not mentioned in evaluations by Newark supervisors.

Spice: Suggested Activities to Motivate the Teaching of Language Arts, by Mary E. Platts, Sr. Rose Marguerite and Esther Shumaker (Educational Service, Inc.).

An especially valuable collection of games and activities which, in the authors' words, is "as its name implies, intended to add new zest and flavor to the language arts program." Games developed by tutors in both Newark and Philadelphia reflected a great many suggestions culled from this manual, which includes unusually clear instructions and drawings which describe exactly how to make and use teaching materials. All Philadelphia teachers rated this manual as "Outstanding" (it was the only piece of teaching material to receive this unanimous top rating). It was mentioned by one Newark supervisor as "Excellent" and as one of the three very best things she had to work with. Comments included: "Easy for tutors to use and understand"; and "Gave many interesting games and activities to use with tutors and tutees."

BOOK FOR TUTEES
(Pre-Primer through Third Grade)

Readers

Bank Street Readers (MacMillan Co.)

An urban-oriented, multi-cultural series. Pre-primer through third grade reading level. Colored illustrations. Workbooks and teachers' guides available. (Since these readers were borrowed from the Newark and Philadelphia school systems rather than being purchased by the Commission, they were, through oversight, not included in the teachers' and supervisors' evaluations.)

City School Reading Program (Follett Publishing Co.)

An integrated series developed in Detroit. Colored illustrations. Pre-primer through second grade. Rated as "excellent" or "outstanding" by all Philadelphia teachers and as "very, very helpful," "good," or among books "liked and used most" by Newark personnel.

Miami Linguistic Readers (D.C. Heath & Co.)

A series of paperback booklets with cartoon type black and white illustrations,designed to provide a two-year beginning reading program. Teachers' and tutor supervisors' ratings varied from "outstanding" to "fair." Workbooks and audio materials available.

Skyline Readers (Webster Division, McGraw-Hill)

An integrated series (first through third grade) that includes realistic stories about minority group children in urban situations. Black and white illustrations. Rated from "excellent" to "of little value" by Philadelphia teachers.

Language Experience Readers (Chandler)

An integrated series (pre-primer through first grade) illustrated with photographs of children in urban settings such as streets, supermarkets, playgrounds and zoos. Films, photographs and worksheets available. (Although difficulties in placing orders quickly with this publisher made it impossible to try out these readers this summer, they are suggested to be tried by other programs.)

Supplementary Reading Series

"Beginning-to-Read" Books (Follett Publishing Co.)

Short, brightly illustrated hardcover books on first to third grade reading level. No minority group children are pictured. Received highest ratings from all Newark supervisors and from all but one Philadelphia teacher. Comments included: "very popular"; "The younger tutees enjoyed these very much"; "Provided interesting reading"; "All very good."

Since this is a large series, including 43 different books, it may be helpful for those who wish to try out a smaller number of these books to list the individual titles which were singled out for especially positive comment:

- Benny and the Bear
- The Hole in the Hill
- In John's Backyard
- Linda's Airmail Letter
- The Little Red Hen
- Mabel the Whale
- My Own Little House
- One Day Everything Went Wrong
- Peter's Policeman
- Shoes for Angela
- Something New at the Zoo
- The Splendid Belt of Mr. Big
- A Uniform for Harry
- The Wee Little Man

"I Can Read" Books (Harper & Row)

Another attractive series for beginning readers (publishers do not specify grade level). Some are integrated. Titles include humor ("Stop, Stop" and "Hurry, Hurry"); sports ("Here Comes the Strikeout" and "Kick, Pass and Run"); mystery ("Case of the Cat's Meow" and "Case of the Hungry Stranger"); and others. Philadelphia teachers rated this series from "outstanding" to "of little value to the program." Individual titles were mentioned positively by two Newark supervisors ("Fire Cat," "Prove It," and "Stop, Stop").

"Sailor Jack"Series (Benefic Press)

This series has the advantage of including adventure stories of interest to children through sixth grade, at a reading level which ranges from pre-primer to third grade. Used in Philadelphia only, where teachers rated them from "outstanding" to "good." One teacher commented that "Tutors and tutees enjoyed working with these books particularly."

Other series of the same kind are published by Benefic Press; for example, "Cowboy Sam." Future projects may wish to try out some of these other series.

Sullivan Storybooks (Webster Division, McGraw-Hill Book Co.)

Colorful stories and illustrations, some integrated. Used in Newark only, where one supervisor commented that they were "very good--easy reading."

Urban Social Studies Series (Holt, Rinehart & Winston)

Stories about children and families in the city; integrated. Kindergarten to third grade level. Illustrated by photographs. Used in Newark only. Tutor supervisors' reactions varied widely; for example:

Very good book for tutees. Should have been read to them if they could not read themselves.

None of these books were used.

Among books which were liked and used most.

Good.

Paperback Books (Scholastic Book Series, Inc.)

Best-liked books for beginning readers and primary grade children, as reported by Newark tutor supervisors, were:

Kindergarten to First Grade Reading Level:

Did You Ever See?
Is This You?
Kenny's Monkey
Little Fish that Got Away
One, Two, Three, Going to Sea
Story about Ping
Where is Everybody?

Second Grade Reading Level:

Barney's Adventure
Clifford, the Big Red Dog
Clifford's Hallowe'en
The Cowboy
Flip
I Know an Old Lady
Lucky Book of Riddles
Lucky Sew-it-Yourself Book
Waggles and the Dog Catcher
What Does it Look Like?

Third Grade Reading Level:

Caps for Sale
Curious George
The Five Chinese Brothers
I Can't Said the Ant
Let's Find Out About the Moon
Look Out, Mrs. Doodlepunk
Madeline
Nothing to Do
Runaway Slave, the Story of Harriet Tubman
The Secret Place and Other Poems
Story of Ben Franklin

BOOKS FOR INTERMEDIATE READERS

As the following comments indicate, these books on an intermediate reading level (fourth to sixth grade) were used and enjoyed by both tutors and older tutees.

"First Books" Series (Franklin Watts)

An informative series, with many photographs and illustrations.

Reactions of Philadelphia teachers ranged from "outstanding" to "of little value to the program." Comments of Newark supervisors on individual books in this series showed the same wide variation. Highest ratings went to The First Book of American Negroes ("The very best"; "Excellent for tutors and some of the older tutees") and The First Book of Africa ("Liked and read most"; "Most successful").

Paperbacks (Scholastic Book Services, Inc.)

The following paperback books at fourth to sixth grade level were mentioned as "best liked" by Newark tutor supervisors. (Numbers in parentheses show approximate reading grade level.)

Abe Lincoln Gets His Chance
Aesop's Fables
Alice in Wonderland
Arrow Book of Answers
Arrow Book of Easy Cooking (4)
Arrow Book of Jokes & Riddles
Arrow Book of Nurses (4)
Arrow Book of Presidents
Barrel of Chuckles
Call me Bronko (4)
Codes and Secret Writing (5)
Dot for Short (4)
Encyclopedia Brown (4)
Enemies of the Secret Hideout (4)
First Days of the World (5)
Ghosts Who Went to School (4)
The Great Whales (4)
Grimm's Fairy Tales (5)
Heidi (5)
Helen Keller's Teacher (5)
Hillbilly Pitcher (5)
How to Care for Your Dog (4) ("The kids with pets enjoyed this one.")
Janitor's Girl (5) ("Very good reading")
Little Women (6)
Mary Jane (6)
The Middle Sister (5)
No Children, No Pets (4)
Pick-A-Riddle (4)
Secret in the Barrel (4)
Sunken City (5)
Tom Sawyer, Detective (6)
Trouble After School (5)
27 Cats Next Door (4)
Wizard of Oz (5)
Young Olympic Champions (6)

Spectrum of Books, Set A (MacMillan)

A set of 18 different booklets to help teach reading skills--six booklets of increasing difficulty in each of three skill areas: "Reading Comprehension," "Word Analysis," and "Vocabulary Development." Answers to exercises are given in the margin of each page so that children can check their own answers immediately and proceed at their own pace. "Placement Tests" in each of these skill areas can be used to start each child at his own level, but these are stated in terms of the color of the booklets rather than as a school grade reading level. (The publisher states that the booklets are intended for use "in the intermediate grades" and "in grade 7 and above with individuals and small groups of students who have not yet mastered the basic reading skills.")

Rated as "outstanding" by three Philadelphia teachers, and as "good" or "acceptable" by others. Comments: "Tutors' favorite skill books"; "The Placement tests were very valuable in finding out level of tutors."

Comments from Newark supervisors ranged from "very helpful" to "didn't like." One suggestion was that "answers should have been in the back of the book."

BOOKS FOR TUTORS

Call Them Heroes (Silver-Burdett)

A series of five booklets, illustrated by photographs, of contemporary minority group members who have overcome obstacles to succeed. Considered "outstanding" by four Philadelphia teachers and "of little value" by one. Comments: "Good for building respect for contributions of minority groups";"Tutors enjoyed these books because they had success stories of Negroes who had achieved in spite of many obstacles to overcome--socially and economically."

Rated positively ("excellent" to "good") by five Newark supervisors. Comment: "Gave them a good idea of what can be done."

New Practice Readers (Webster Division, McGraw-Hill)

Workbooks on reading comprehension and vocabularly building. Single exercises are brief and can be completed in ten or fifteen minutes, and progress can be charted from day to day. Available at reading levels through eighth grade. Teachers' answer booklets are provided, but there are no answers in student workbooks. May be useful for tutors and advanced tutees for whom "Spectrum of Skills" does not offer sufficient challenge, or where there is a preference for workbooks without answers. Not fully utilized this summer; late delivery. No comments from Newark. Rated "excellent" or "good" by Philadelphia teachers.

Productive Thinking Program (Educational Innovations, Inc.)

A series of 16 booklets for upper intermediate and junior high readers which proved outstanding in their ability to catch and hold the interest of teen-agers in the Newark program. They involve the reader in an attempt to solve a series of mysteries and require increasingly complex skills in comprehension, inference and independent thinking. One of the newest and most exciting materials we tried.

Turner-Livingston Reading Series (Follett)

Reading workbooks built around teen-age interests; for example, the twelve titles include "The Money You Spend," "The Jobs You Get," "The Person You are," "The Television You Watch." Four Philadelphia teachers rated this as "outstanding." Comments: "Wish I had more books, as tutors wanted to keep them"; "Good for building concepts, easily understood by children."

Mentioned positively by three Newark supervisors. Comments: "All of these junior high reading books were good for the tutors and some of the tutees who were on a higher level of reading"; "Did not use because they were used in school but liked them."

Zenith Books on Negro History (Doubleday and Co.)

A paperback series, from which we used three titles:

Pioneers and Patriots (The lives of six Negroes during the time of American Revolution.)

Worth Fighting For (A history of the Negro in the United States during the Civil War and Reconstruction.)

Time of Trial, Time of Hope (The Negro in the United States during the Civil War and Reconstruction.)

Philadelphia teachers were not asked to evaluate these books separately, and we therefore have no record of their reactions. In Newark, three supervisors reported that they liked these books, two that they were not read. On Worth Fighting For, one supervisor commented: "Excellent for both tutee and tutor if the tutee can understand it. If not, it should be read to him if possible."

SPECIAL TEACHING AIDS

(Cameras, Games, Giant Primer Typewriter,
Tape Recorders, Workbooks)

Cameras

Cameras proved to be very important and effective teaching materials in both Newark and Philadelphia. The children took many pictures of each other and of the things they saw on trips and other special events, and these were used to motivate and illustrate the stories and books the children wrote or told to their tutors. We wanted the children's own writing to form a major part of their language experience in the tutoring sessions, and the cameras were a wonderful help in stimulating the children to write and tell stories.

Two kinds of cameras were used: the Polaroid "Swinger" and the Kodak "Instamatic." Philadelphia teachers were asked to rate these two cameras separately. Most preferred the "Instamatic," which was ranked "outstanding" by five teachers and "excellent" by one. The "Swinger" was rated from "excellent" to "fair." Some teacher comments were: "Both cameras proved to be very useful. Tutors and tutees were excited in having their pictures taken. Tutors enjoyed taking pictures. Both cameras had advantages, but I think the Instamatic was better. It is simpler to operate and takes better pictures."

"The 'Swinger' was very valuable on walks in the neighborhood. Tutors took pictures and, upon returning to the school, had the tutees talk about what they saw and write about their experiences. The Instamatic was very useful in the same capacity...The quality of the pictures was better, but there was a wait for development." One teacher described the "Swinger" as "too sensitive; we wasted a lot of film trying to get a 'quick' photo." Another stated that they "did not have too much success" with it. Several commented that the Instamatic was simpler to operate. Another problem with the "Swinger" to be weighed against the advantage of getting prints developed immediately is that there are no negatives from which duplicate prints can be made.

Games

In addition to the reading games which the tutors made themselves, we used a variety of commerically manufactured games and teaching aids. These were used a great deal by the tutors and received many favorable comments in both Newark and Philadelphia. Teachers and aides described them as "very helpful to lesson planning" and "enjoyed very much by tutees."

Further consultation and experimentation are probably needed to determine the "store-bought reading games which teen-age tutors can use most successfully for both fun and learning." Not all of those we ordered arrived in time to receive a full try-out this summer. Probably the fact that some of the commercial games arrived late had the advantage of stimulating tutors to make many of their own games.

Dolch Games and Teaching Aids (Garrard Publishers)

The Dolch games, as a group, were rated as "outstanding" or "excellent" by all Philadelphia teachers. "Popper Words" and "Take" were mentioned as favorites. These games seem to have a clear learning purpose, a simple format and directions which most tutors can read and follow independently. A large variety of games are manufactured by this company, and we tried only a few:

Popper Words, Sets 1 and 2 are flash cards printed with words most frequently used in first and second grade reading books. They provide a convenient way for tutors to check on which words their tutees need to learn and to give practice on these words. Game suggestions for using these word cards were duplicated by the Philadelphia school system (attached).

Group Word Teaching Game. This game is played like bingo and gives children practice in recognizing the 220 "sight words" included on the Popper cards. For second grade children and up.

Take. A phonics game for third grade and up, in which players take tricks by matching the sounds of words.

Group Sounding Game. Another bingo-type game, designed to help children from third to eighth grades sound out new words.

Read and Say Verb Game. This game received especially favorable comments in Newark, where it was played by both tutors and tutees. Its purpose is to give practice in correct reading and speech.

Edu-Cards Manufacturing Corporation

ABC Lotto. This game has colorful, amusing pictures to be matched with identical pictures, letters or words. It can be played and enjoyed by children who aren't yet reading, or used to teach the letters of the alphabet and how they sound, or number concepts. Easy to understand and use in different ways. For the youngest tutees.

Go-Together Lotto. A picture game, without words, which involves making connections: a fireman to be matched with a firetruck, a batter with a baseball diamond, an umbrella with a rainy day scene, etc. It was effectively used with children who were learning English as a second language, and also with very young children.

Kenworthy Reading Instructional Materials (Remeedi-Aids, Inc.)

Doghouse Game. A game to teach phonics by giving practice in adding a letter to the beginning of a group of letters to form a word. Can be used individually, or as a group game. Seems suited for third grade and above and for fairly advanced tutors and tutees. (The game leader must exercise judgment about whether a real word has been formed; a good many of the combinations don't turn out this way, and scoring depends on the ability to form real words.)

Phonic Rummy. Available in sets of increasing difficulty, this game involves forming runs of "three of a kind"; i.e., words which include the same sounds. Tutors and tutees were seen playing this game quite often at the beginning of the program, but we received no comments from teachers or aides. "Junior Phonic Rummy" is perhaps the easiest for an inexperienced tutor to use; the effectiveness of the more advanced sets depends on the tutor's ability to make the kinds of auditory discriminations which are difficult for many; i.e., he must recognize that "shake," "play" and "brain" could form a run because they all have the same "long a" sound.

UNO. Another phonics game. Picture-word cards are suited for a wide range of reading abilities and emphasize in a way which seems clear and useful how the same letter or letter combination sounds the same in different words. For example, a child sees a picture of a rocket in flight, the letter "z" and the word "zoom," with the "z" written in red. On the back of the card are other words in which "z" sounds the same--"zipper," "zigzag," and "prize," for example--and the child scores when he can read all of these words. Not rated by teachers or supervisors. Could probably be very useful, especially if tutors were guided to select a small number of cards suited to the needs and abilities of the individual tutees with whom they are working.

Linguistic Block Series (Scott-Foresman)

Rolling Consonants
Rolling Vowels

Delivery on these games was late, and they were not used much. On examination--and on the basis of seeing them used only a few times--they seem too technically oriented to a linguistic teaching method for the average teen-age tutor to use them effectively. Certainly the instructions are geared to a professional teacher who is thoroughly versed in the use of a linguistic method of teaching reading.

It might be worthwhile to explore the earlier games in this series (the "Rolling Readers") which are intended for children from kindergarten through third grade. The "rolling dice" format is an appealing one; if it has been worked out in a clear, simple game, it should be fun for the children.

See-Quees (The Judy Company)

Puzzles to help young children develop skills in remembering the sequence of a story. Puzzle pieces are all of the same size and shape, so that putting the puzzle together depends on the ability to remember the order of events in the story. No reading knowledge is required, but some of the more advanced puzzles use number clues. "Series 6" is for the youngest children and involves short sequences (six episodes) depicting natural events (a plant growing, milk production from the cow to the child who drinks it, etc.). "Series 12" presents familiar children's stories (Gingerbread Boy, Jack and the Beanstalk) and experiences (buying a birthday present, going to the zoo) in twelve episodes.

All Philadelphia teachers rated these materials as "outstanding" or "excellent." One comment was: "Popular use by tutors; needed for those at higher reading levels." One Newark tutor supervisor mentioned that the children "liked them." Another commented that they were "not much fun" and "should have had more to go with the pictures, such as picture clues." Some Newark tutors used these puzzles in connection with the tape recorders (after tutees learned to put the puzzles together and tell the stories, they would record them and play them back) or with writing puzzle stories.

Observation would indicate that one difficulty with some of these puzzles may have been that they are by no means as easy as they look, and there are no "answer sheets" to guide the tutors in deciding whether tutees have put the puzzles together correctly. Perhaps it would be useful and enjoyable in future programs for tutors to draw a model of the puzzle as it should be on the outside of each box. This might help to assure that the children who use it next will start out with a story in meaningful sequence, and might give tutors more confidence in using the puzzles.

Giant Primer Typewriter (Underwood-Olivetti)

One typewriter was purchased for Newark and one for

Philadelphia, where it was placed in the Stanton School. Like the cameras, their purpose was to stimulate the children's own writing by making it possible for their stories to be typed in the large print used in primary school books so that they and others could read them.

In Newark, the tutors liked the typewriter very much, and there was often a waiting line to use it. Tutors sometimes typed up the tutees' stories and, even more frequently, prepared teaching materials from ideas they got from manuals described earlier in this report. Some of the tutors were pleased at the opportunity to get practice in typing; one said he enjoyed that more than anything else he did all summer.

In Philadelphia, the typewriter was rated as "outstanding" for use by both tutors and tutees. The Stanton School scrapbook contains examples of how it was used to type tutees' stories and tutors' lesson materials. (There is also a photograph, on page 2, of a tutor using the typewriter.)

Another use of the Giant Primer Typewriter which future tutorial projects may have time to explore more thoroughly could be the duplication of children's stories by rexograph or mimeograph for other tutees to read. Children might in this way develop their own reading books and, like the tutor-made games, they might turn out to be better than anything on the commericial market.

Tape Recorders

Tape recorders proved a valuable asset in improving language skills. The children loved to speak or read into them, and then to listen to themselves talking. The tutors were proud when they noticed the improvement in their own speech and that of their tutees, as compared with earlier recordings. One tutor said:

> My tutee is pronouncing words much better now. I used to have this trouble, but it helped me to have to teach my tutee, who's Puerto Rican, how to pronounce words better. We both use the tape recorder.

Another tutor reported:

> My tutee is really good. At first, he wouldn't talk, and I'd read him stories--nursery rhymes--about airplanes. It finally interested him. He wouldn't pay me no mind at first. Miss Harris

> had my tape of my reading and it was awful, so I guess I've learned to read better now.

Teachers' comments were equally enthusiastic. For example:

> The recorder was very valuable to our program. As a teaching aid it has many uses that we have not recognized in our regular teaching program.
>
> Outstanding. One of the most interesting devices we had. Most tutees had never heard themselves on tape before, and were really thrilled.
>
> Outstanding. It's excellent to use recorder but need five--one to each room.
>
> The tape recorder was the most valuable piece of equipment that we have used in the program. It was used in practically every phase of the program.

One especially interesting use of the recorder, developed by tutors in a Philadelphia school, was in interviewing community people on questions of interest to the tutors. The recordings would then be used as the basis for group discussions of community problems.

Workbooks

Originally, Commission staff did not provide many workbooks or written drill materials. We did not expect that many would be needed in a summer program of one-to-one tutoring.

However, worksheets and drill materials were ordered in small quantities when requested by individual Philadelphia teachers. Their comments follow:

Continental Press, Reading-Thinking Skills

Worksheets to give varied practice in language skills. Sold as stencils which can be duplicated on rexograph or ditto machines. Ratings ranged from "outstanding" to "good." Individual schools varied in the amount of use reported: "used often"; "not too widely used by tutors"; "good when used in conjunction with other reading materials."

Instructor Basic Phonics (F.A. Owen Publishing Co.)

Drill cards, some with pictures. Five sets available; those teachers requested were "Single Consonant Sounds" and "Initial "Consonant Blends." Rated from "outstanding" to "acceptable."

One comment: "Enabled the tutors to construct many teaching aids they were not acquainted with before."

In Newark some of the workbooks secured through the school systems were extremely popular. Among these, *Phonics We Use* by Lyons and Carnahan was mentioned very positively by five out of six tutor supervisors Comments included: "very useful in lesson planning for tutees"' "liked and used most"; "liked--found useful"; "very good and a big help in working with tutees." The Lippincott "Reading for Meaning" workbooks were also rated positively by two supervisors. In addition, some of the dittoed worksheets from the Continental Press series were given to Newark staff by a Philadelphia teacher and were enthusiastically received.

In future tutorial programs, it would seem wise to discuss the "pros and cons" of workbooks early with teachers and supervisors. If they want to use them, they will find them abundantly available in any school system, and it would therefore seem wise to provide some in which tutees can write. Most school systems do not permit this, and it seems a poor use of time for tutors to copy them out onto notebook paper.

The Continental Press series has the advantage that one set of stencils can produce 100 copies of extremely varied drill materials, and tutors can be guided to use the single sheets which are most appropriate for individual tutees. Another possibility for consideration would be to provide workbooks to accompany a good basic reading series. This might have the advantage of showing tutors how drill materials can be used in relationship to books and stories.

DIRECTORY OF PUBLISHERS AND DISTRIBUTORS

Action-Housing, Inc., Allegheny Council to Improve our Neighborhoods, 1 Gateway Center, Pittsburgh, Pennsylvania.

American Education Publications, Education Center, Columbus, Ohio 43216.

Bank Street College of Education Bookstore, 69 Bank Street, New York, New York 10014 (212 CH 3-4903).

Barnes and Noble, Inc., 105 Fifth Avenue, New York, New York 10003 (212 AL 5-1420).

Benefic Press, 1900 North Narragansett Avenue, Chicago, Illinois 60639 (312 287-9100 or 312 681-1966).

Bobbs-Merrill Co., Inc., 4300 West 62nd Street, Indianapolis, Indiana 46206.

Chandler Publishing Co., 124 Spear Street, San Francisco, California 94105.

Continental Press, Elizabethtown, Pennsylvania 17022 (717 367-1836).

Doubleday & Company, Inc., Garden City, New York.

Ed-U-Cards Manufacturing Corp., 60 Austin Blvd., Commack, New York 11725.

Educational Innovations, Inc., Box 9248, Berkeley, California 94719.

Education Service, Inc., Benton Harbor, Michigan.

Follett Publishing Co., 1010 West Washington Blvd., Chicago, Illinois 60607 (312 666-5855).

Franklin Watts, Inc., 575 Lexington Ave., New York, New York 10022 (212 PL 1-3600).

Garrard Publishing Co., Champaign, Illinois (217 352-7685).

Harper & Row Publishers, Inc., 49 East 33rd Street, New York, New York (212 889-9500).

Heath, D.C. & Co., 475 South Dean Street, Englewood, New Jersey 07631.

Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York, New York 10017 (212 MU 8-9100).

Judy Co., 310 North Second Street, Minneapolis, Minnesota, 55401 (612 333-6471).

MacMillan Co., School Department, Riverside, New Jersey

McCormick-Mathers Publishing Co., 55 Fifth Avenue, New York, New York.

Merrill, Charles E., Columbus, Ohio 43216

Owen, F.A. Publishing Co., Dansville, New York 14437

Penns Valley Publishers, Inc., State College, Pennsylvania.

Random House, Inc., 457 Madison Avenue, New York, New York 10022 (212 PL 1-2600).

Remeedi-Aids Service, Inc., Fairfield, Connecticut.

Scott Foresman & Co., 99 Bauer Dr., Oakland, New Jersey 07436

Scholastic Book Services, 904 Sylvan Ave., Englewood Cliffs, New Jersey 07632

Silver Burdett Co., Park Avenue and Columbia Rd., Morristown, New Jersey (212 BA 7-3178, New York City).

Teachers College, Bureau of Publications, Columbia University, 501 West 120th Street, New York, New York (212 870-4215)

Underwood-Olivetti, 122 East 23rd Street, New York, New York (777-6800).

Webster Division, McGraw-Hill, 245 Park Avenue, New York, New York (212 971-3101).

APPENDIX D: MATERIALS DEVELOPED BY TUTORS AND TUTEES

The tutors and tutees developed numerous and varied materials. These included daily reports written by a tutor after each session with his tutee, book reviews by tutors and tutees, and scrapbooks that illustrated every aspect of the program. Each tutor developed games to stimulate learning to read. These and tutee-made reading books were very popular with tutors and tutees, and they won acclaim from the teachers of Philadelphia and the tutor supervisors of Newark. A few examples of the materials follow:

Excerpts from a tutor's log book:

My Tutee	Monday morning 7/10/67
Tutee's name	Maria Valdez
Address	629 ________
Interest	to become a nurse
Food	Peanut butter sandwich
Help mother	do the dish and sweep
Sibling	3 sisters and 4 brothers
Family	very close family
Pet	a cat
Game	Hide and Seek
Toy	like a doll
Television	Batman
Friends	a lot of friends
Flowers	red and white roses
Age	#6
Grade	2
School	________________

Comment

Maria was very interest in the project and wants to help me learn and I help her learn. She is not playful now that she has settled down. I am planning to teach Maria a lot in the 7th weeks.

Thursday afternoon, July 13, 1967
Maria was interested she wanted to talk and tell me about things that had happed to her when she was little. We talked and made storys out of the things she told me. We use our phonic books which she read the story and answered the questions. Maria is my best tutee so far. When I first had her she did not know the alphabets now she can almost say them better than me.

Monday morning, July 17, 1967
Maria is very interested she is ready to discuss what ever the subject is about. She trys very hard to make the day

a pleasant one for the both of us. Each day when the lesson is finish and few minutes before time I let her tell me things about her family and I tell her about my family. Maria is very interested in being helped.

Thursday afternoon, July 20, 1967
When we first got to the room I let her write a story and then I wrote it on the story paper

Monday morning, July 24, 1967
Maria is very cooperative. She is very interested. She is now going over review work. She is learning from review work very nicely.

Name	Jose Martinez
Address	613 ________
Interest	To be a fireman
Food	Fried chicken and Chicken noodles and Rice
Help mother	No she is died
Sibling	4 sister 3 brother
Family	close together
Pet	no pets
Game	Basketball
Toy	airplane
Television	Batman
Friend	none
Age	8
Grade	3
School	____________

Comment

Jose is interested but he is shy. He try to talk but he is frightened by the things what we do. He trys to do what is up to do Jose also should be very smart in September.

Tuesday afternoon, 7/11/67
Jose was very shy but he manage to get settle to work. He tried to talk in sentences and read clearly....

Extra comment

I feel that Jose can learn if he wanted too. His time is more spent on guessing. He knows his alphabets and knows words to go with each alphabets. But refuse to talk loudly and clearly, so as my job I will try very hard to teach him the skills of reading.

Tuesday afternoon, July 18, 1967
Jose is very interested and helps to get the lesson on its to feet. Jose now knows the vowel which he didn't know when we started. He is a pleasure to work with. I love to work with someone you with appreciate it.

Wednesday morning, July 19, 1967
Jose Martinez is very good. He enjoys doing the work I assign him to do. Sometimes he even likes me to give him work to take home to study. He write many kinds of Experience story...,.

Wednesday afternoon, July 19, 1967
Jose Martinez took Serena place yesterday. I gave Jose the Phonic Inventory and it was too hard for the tutee.

Tuesday morning, July 25, 1967
Jose was absent because he was taking the Phonic Inventory Test.

Wednesday morning, July 26, 1967
Jose is improving in his speech. He is a little better than before. Jose still calls word, but he know the words which he didn't know at first. Today when teacher came to tape us he just went blank. (maybe he was scare) He is very good at doing the See Quees. (He is improving very good

Extra comment What happened to Jose

Jose was very scare. He didn't talk when teacher was going to tape. He didn't say anything after she was finsih. I took him back into the room. Jose looked as if he had saw a monster. Then I brought him to room 202. Our aide said something in Spanish and he still didn't say anything. Henry tutee is sister to Jose. So I went to 301 and his sister said something in Spanish and he went back to my room where he works and he talked and talked. He didn't even want to go on his break. Jose's sister had said something to him to make him work so hard. Jose is very interested in tutoring because he wants to be helped.

Wednesday afternoon, 7/26/67 (Jose Martinez, Consuela Martinez)
Jose is very smart and interested in being helped. His sister came today to sit and listen to him. So I let Consuelo join in our lesson. She helped him with the words he diden't knows. It is a pleasure to work with both of the Martinez.

Last day

> Last day had come and now is the time to say good-bye. This is a pleasant to have worked with such nice people. I met many nice people. My teacher did a nice a really nice job. My tutee were excellent. I hope if the program is very good that I can get the same job again. My only problem was that I have to use transportation because the school is out of my district.

In Newark, book reports were written by both tutees and tutors. A tutor's book report on Manchild in the Promised Land:

> This book tell's of Claude's life as a boy in harlem and of the ruggedness he'd gone throught. From the age of five until he was twenty-one he had gone throught a lot....
>
> I think he wrote this book to show people how hard a life he and other children at that time and now are having such a hard time to go throught the life in Harlem. But also to show that no matter how hard a time he had, he and about two of his friends came throught it and was not so weak as to fall....

The tutors helped the tutees develop and illustrate their own books. Their training had taught them to connect reading skills with a child's interests:

> His name is Arnold.
> He drinks water.
> He eats lettuce and meat.
> Arnold's shell is like a rock.
> He has a big body with a little head
> and four little feet.

Tht tutor's note on this story explains that "I let my tutee take a long look at our turtle then he told me about it. After with he drew the turtle."

Many of the tutors spent hours of their leisure time in creating games to teach reading to their tutees. A few examples extracted from several hundred follow:

> A sturdy paper tree with its branches hung with word cards spelling out the things seen during a walk in the park (a "bug," a "fish"). New word cards are substituted as the vocabulary builds.

Flash cards, made of colored construction paper, illustrated with lively pictures and words or letters of the alphabet, formed the basis of a popular game.

An "Alphabet Game" with a bingo format, used to give practice in matching upper and lower-case letters.

Sentence fill-ins ("the dog b__ks," "Snow is c__d," etc.) and word fill-ins with pictures to illustrate each letter of the alphabet (for "w": "_agon").

Contraction game--cards with two words to fit beside the corresponding contraction.

"Sailing": Shows use of the "Spice" manual; game is to match pictures drawn on the sails of the boat with words to name these pictures. Word cards are to be fit into numbered spaces on the boat's hull.

A wheel game which exposes a series of pictures, one at a time, and a clock hand with which children can point to the first letter of the object pictured (television set, watch, car).

Picture Analysis Books, made from magazine pictures. One tutor wrote a brief description of how the books were used:

> Picture Analysis is a game of thought where a person holds a picture with no writing in front of another person and that person is supposed to tell what the picture is saying.

Crossword puzzles from simple to complex combinations were developed by a number of the tutors.

A pinball wordbuilding game, made from cardboard boxes and containing all the ingredients of the usual pinball machine, was one of several games made by a most creative 15-year old in the Newark program. He described the operation of his invention:

My pinball machine

> Materials used: colored paper, two small carboard boxes, paper clips, tape, paper fasteners, crayons, and a little round bead.

How it works: You take the little round bead and insert it in the hole at the top of the box. The bead will roll down through the slots and come over the little hill into one of the numbered squares. If it rolls in the square that has 10 on it, you take a slip from under the 10, and whichever word it has on it, you use it in a sentence. If you give a good sentence you get 10 points. If it rolls in the square that has 25 on it, you take a slip from on top of the pile and divide the word into syllables; if you divide it correctly you will get 25 points. If it rolls in the square that has 50 on it, you take a slip from on top of the pile and you rhyme the word as many times as you can. If you do it correctly you will get 50 points. If it rolls in the square that has 100 on it, you take a slip from on top of the pile, and for the word you give a sentence for it, rhyme it as many times as you can and divide it into syllables. The first person that gets 300 points wins the game. And also with the tutee, you could ask him or her what the word means, what does the animal look like, or where would you find this certain thing?

APPENDIX E: DAILY SCHEDULE

Philadelphia Daily Schedule

Since the Philadelphia program was housed in six different buildings, each had a different time schedule for tutoring. The following hours were maintained uniformly:

8:00-3:30	Professional Staff and Aides present
8:45-3:00	Tutors present

Tutoring schedules differed by school. Tutoring took place as follows:

Wanamaker School	10:00-11:30	1:30-2:30
Fitzsimons School	10:30-12:00	1:00-2:30
Waring School	10:30-12:00	1:30-3:00
Locke School	10:30-12:00	1:15-2:45
Stanton School	9:00-10:30	1:00-2:30
Emlen School	9:00-10:30	1:30-3:00

Within each school, the time not spent in tutoring was spent on tutor training, daily evaluation, and remedial work in reading. Each school scheduled one-half hour for lunch.

Newark Daily Schedule

Since everyone participating in the Newark program was located in one building, they all followed the same schedule:

8:00	Staff and tutor supervisors arrive. Training and planning sessions for all tutor supervisors with staff and/or consultants.
9:00	Tutors arrive. Training and planning session conducted by each tutor supervisor for her 15 tutors.
9:30	Tutoring session with tutees.
10:30	Recess and snack.
10:45	Tutoring continues.
11:30	Discussion and evaluations by tutors and tutor supervisors of morning tutoring sessions.
12:00	Lunch.
12:30	Training and planning session by tutors and tutor supervisors.

1:00 Tutoring.

2:00 Recess and snack.

2:15 Tutoring continues.

2:45 Evaluation: professional staff and tutor supervisors.

No tutoring sessions took place on Fridays in either Philadelphia or Newark. Instead, the mornings were devoted to tutor training and to remedial work by the tutors, for which they were not paid. On Friday afternoons the Philadelphia staff met to review the week's activities and plans for the future, while the Newark tutor supervisors had a three-hour training session conducted by the teacher-in-charge, the assistant teacher, Commission staff, or consultants employed to introduce specific skills.

APPENDIX F: FIELD TRIPS

In order to promote and enhance the developing relationships between tutors and tutees and to reinforce them for their good work, a number of educational and recreational field trips were planned. The trips were always supervised by the teachers and aides. In one instance, tickets to a play were provided by friends of one of the teachers. The children usually brought or bought their lunches. The organized trips were supplemented by neighborhood walks: the tutors took their tutees to the local library, fire house or restaurant, or they interviewed people on the street about topics of current interest, such as the war or the situation of the Negro.

The tutors in the Newark program visited the Franklin Institute in Philadelphia where they saw, among other things, a chemistry demonstration and the Planetarium. Both tutors and tutees took the Circle Line tour of Manhattan Island. This was a very popular trip--many of the youngsters had never been on a boat before nor had a glimpse of New York City. On another occasion, the tutors and tutees visited the South Orange Reservation, a recreation area away from their usual urban environment. This trip offered them an opportunity for a cook-out. As a final reward, the tutors went to see the film, "The Sound of Music"; they shared in the cost of this outing.

The Philadelphia tutors and tutees had a wide variety of experiences. They visited the Aquarama, the Playhouse in the Park, St. Joseph's College Children's Theater, the Police Administration Building, and Smith's Playground. Some of the tutors had what was, to them, a special treat when they visited the inter-racial Nile Swim Club. It was raining on the day of their scheduled trip, but they decided to go anyway. The Club had drained its pool, but filled it for the children, and they swam in the rain.

All of the trips had special benefits in addition to their recreational value. When the tutors went out with the tutees, they assumed responsibility for the younger children, each looking after his own. Many favorable comments were recorded about the manner in which the tutors cared for their tutees. In addition, the informal walking trips and the organized field trips were utilized as a device for encouraging the verbal and written expression of the tutees. The youngsters took many pictures on their outings and these, in addition to their recollections, were the basis for stories and essays.

APPENDIX G: EFFECT OF NEWARK RIOTS

The real crisis for Newark's Youth Tutoring Youth program was external. On Thursday evening, July 13th, as the program was completing its second week of full operations, violent racial disturbances erupted in the Clinton Hill section of Newark. Of course, the program was affected. Almost all of the people involved in the program lived within the riot area. Southside High School was located in the area.

On Friday morning, with rioting still going on in the area, the entire staff (with the exception of one tutor supervisor whose husband, a Newark policeman, forbade her to leave their home) met as usual at Southside High at 8:00 a.m. to find the school locked. The custodian was not available to open the school. Soon afterwards, the tutors began arriving, until all but 7 of the 80 tutors were present. The staff circulated among the students, chatting, trying to maintain an atmosphere of calm. Some of the tutor supervisors conducted informal classes on the lawn. This was the day that the tutors were to receive their paychecks, and every effort was being made to reach the Board of Education so that the students could secure payment and some token of security could be offered in the midst of the upheaval. Finally, two of the staff arrived with the checks, which were distributed to the students, who were then instructed to go home. As Sally Sullivan, Assistant Project Director, commented: "For the three hours that our staff and tutors waited outside Southside High School, there had been a calm, quiet atmosphere. Everybody was ready to go in and work if the school opened. Tutors talked with each other and with aides. Aides called to tutors and greeted them and talked with them about what had happened to them last night. If I ever needed a vote of confidence in our program, I got it that morning."

Though the immediate crisis had been met, the program still had to meet the needs of the children involved when the schools were reopened on Tuesday, July 18th, after a long weekend of violence. All of the aides were again present promptly at 8:00 in spite of personal fatigue after a taxing weekend. Several of the women had been working endlessly distributing emergency food and administering relief throughout the weekend, yet all realized the importance of being present that morning to meet the children, exhausted though they were. At the early morning staff meeting, the tutor supervisors discussed with the professional staff just how they should respond to children, how they could help calm them down and yet acknowledge their fears and help give them a greater understanding of the crisis. It was decided unanimously that the children should be allowed to talk, to argue, to express their feelings and channel these feelings into some constructive educational activity. As Jim White, the Newark teacher-in-charge, expressed it:

> When the kids come in, just like we came in this morning, they'll probably be as interested as anyone else in what went on, you know...How can we use this? It's like a hurricane going on outside, you know, and you're in a classroom teaching and you ignore the hurricane and say two plus two is four...two trees fall down and then two more trees fall down, that's four trees... We can't ignore it. They're going to talk about it, let's use it in the learning situation. Let them talk and write about how they felt, make pictures, make booklets. They'll all have opinions about it.

On these days after the riot, the supervisors encouraged their tutors to write, to talk, to make some sense of the tragic weekend, to formulate where they stood, how they felt. Impassioned arguments could be heard in many rooms. In response to a question about what would come of the riot, a tutor could be heard responding:

> They (the white people) might feel that they better move over and give the Negro the rights they deserve or else that "Some Day"is going to come up.

In response to a written assignment about the riot, another tutor wrote:

> The people of Newark are being killed for know reason what so ever. The stores and the people's who are in jail don't make any sence. How I feel? I feel that it all didn't make any sence and I am glad it's all over with.

Because the Commission feels strongly that children from ghetto areas can write and speak with great vitality and interest if they are allowed to talk about what is closest to them, it has decided to publish an article based upon the very vital writings and tapes of teen-age discussions occuring within the Youth Tutoring Youth project in response to the riot. This paper will be written in the spring of 1968 and included in the final report of the Youth Tutoring Youth project of July, 1968.

APPENDIX H: TUTOR AND TUTEE ACHIEVEMENT

Prepared by Leonard P. R. Granick

TUTOR ANALYSIS

Tutor Samples

Tutors participating in the Newark and Philadelphia summer programs were recruited from among students in academic attendance in each city's high school system. The tutors consisted primarily of 14- and 15-year old students. The average age in both cities was equivalent--14.5 years in Newark, and 14.4 years in Philadelphia. In both programs, most of those recruited as tutors were female. The proportion of males to females was one-third to two-thirds.

The sample sizes for which complete data was available for analysis were 67 tutors in Newark and 94 tutors in Philadelphia.

No controls were developed for comparative purposes.

Measurement Instrument

Tutors were given Iowa Silent Reading Tests to measure whether there was any improvement in reading skills resulting from participation in the tutorial program.[1] The tests were administered on a pre-post program basis, approximately six to seven weeks apart. In both samples, students who did not have pre- and post-tests were excluded from the analysis. No systematic bias could be detected by exclusion of these cases from the analysis.

Test Administration

Careful attention was paid to the method and procedures of test administration in both cities. In Newark, for example, the director and assistant director thoroughly understood the directions for administering the Iowa Tests, including time limits for each sub-test. Both had previous experience in administering standardized reading tests in the Newark public school system.

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[1] Iowa Silent Reading Tests. New Edition. Elementray Test. Form Am was used as the pre-test instrument, and Form Bm was used for the post-test.

All tutors were brought together for the pre-test session in a school cafeteria. A number of aides were present to assist in keeping order and explain the directions. This procedure was repeated for the post-test period.

Test Scoring and Analytic Procedures

All tests were scored twice. Discrepancies were rescored to ensure accuracy. Conversion from raw scores to standard scores was done by computer. Since the Newark and Philadelphia samples are not random, each city was analyzed separately. The statistical method was a t-test for matched samples in the comparison of pre-to-post test results.

Limitations

In the absence of randomly drawn controls within each city, the findings are necessarily speculative and must be confirmed by further controlled experimental programs.

Tutor Findings

Newark utilized tutors with considerably lower reading skill levels than did Philadelphia. In Newark the average reading retardation was 2.9 years, while in Phildelphia the reading levels were only slightly below expected age level, 0.4 years. In the absence of comparative data for the other student samples in the school system of both cities, it is not possible to determine whether these observed reading levels are typical of the school system or whether they represent selective factors in recruitment and selection. These data are summarized in Table I.

In Newark, statistically significant gains were noted from pre- to post-testing in several sub-tests: reading rate, directed reading, paragraph comprehension and index use. There also was a significant increase in the Iowa median score. Reading gains did occur. (See Table II.)

In Philadelphia, only one significant increase was observed, directed reading. There was no significant increase in median score. In general, we may conclude that no reading gains occurred. (See Table III)

As noted earlier, the age-equivalent of the Newark tutor sample was markedly below level. At the close of the program, tutor age equivalents had risen to 15.1 years, a gain of 3.5 years. At the close of the program, Philadelphia tutors had a mean age

TABLE I

PRE-PROGRAM READING LEVEL: AGE EQUIVALENT

	Mean Actual Age (Years)	Pre-test Age Equivalent	Difference
Newark	14.5	11.6	-2.9
Philadelphia	14.4	14.0	-0.4

TABLE II

NEWARK TUTORS: PRE-POST READING SCORES

Iowa Silent Reading	Pre-test Mean	Post-test Mean	Change	p-value
Rate: A+B	150.7	173.1	22.4	.05
Comprehension: A+B	147.2	146.1	-1.1	NS
Directed Reading	144.2	170.4	26.2	.05
Word Meaning	157.6	158.8	1.2	NS
Paragraph Comprehension	139.5	172.6	33.1	.05
Sentence Meaning	158.8	158.9	.1	NS
Alphabetizing	161.0	169.5	8.5	NS
Index	157.9	173.2	15.3	.05
Median Score	153.0	167.4	14.4	.05

TABLE III

PHILADELPHIA TUTORS: PRE-POST READING SCORES

Iowa Silent Reading	Pre-test Mean	Post-test Mean	Change	p-value
Rate: A+B	168.5	170.1	1.6	NS
Comprehension: A+B	153.4	159.5	6.1	NS
Directed Reading	147.3	162.9	15.6	.05
Work Meaning	159.2	163.1	3.9	NS
Paragraph Comprehension	160.8	158.6	-2.2	NS
Sentence Meaning	164.4	169.1	4.7	NS
Alphabetizing	165.6	167.5	2.0	NS
Index	162.6	164.1	1.5	NS
Median Score	161.7	163.6	1.9	NS

equivalent of 15.0 years, a gain of 1 year. These increments are not toally due to the effects of the program. The observed gain includes natural increases that would occur from test familiarity, test-retest measurement error, growth, and reading skill.

This same effect has been observed in other tutorial programs. In Cloward's carefully controlled study of the Mobilization for Youth tutorial program, it was observed that tutors gained 3.4 years. Over this same period, seven months, controls had gained 1.7 years, resulting in a net gain for the experimental tutors of 1.7 years over a seven-month period.[2] Interpretation of the findings in both cities should be approached cautiously since there are not controls.

The Newark findings are surprising. It is most unusual for reading gains of 3.5 years to occur in a seven week program. Similarly, it is surprising that the tutors selected in Philadelphia should be so superior in reading than those tutors selected in Newark.

Once these data became known, it was apparent that these findings required further scrutiny. Procedures in the selection and monitoring of the tutor programs in both cities were reviewed to determine whether unintentional biasing factors could have produced the above findings.

In Newark, there was an active intent to recruit tutors who were behind in their reading achievement. In Philadelphia, selection was made by guidance personnel of the schools where the tutors were in attendance. Reading ability was not a criterion used in making the Philadelphia tutorial selection. In Philadelphia, it seems that the schools felt that the youngsters selected should be children who could benefit from the program because of problems they were having in school; these were not necessarily reading problems.

The sending teachers thought the children selected had problems and the lead teachers in the tutorial project thought they were receiving underachievers. This confusion arose from the fact that the tutor-screening machinery had to be set up so swiftly that misunderstandings of the program tutor targets developed.

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[2] Robert D. Cloward, Studies in Tutoring II: Effects on the Tutors. Research Center, Columbia University School of Social Work, 1966.

Given the fact that Philadelphia did not select pupils deficient in reading, one may ask why no significant reading gains were observed in the Philadelphia sample. The lack of gains in the Philadelphia project sample may be due to a ceiling effect. Since the tutors are already functioning at their appropriate age-equivalent level, there is no deficit to be compensated. (The tutorial program was not expected to improve tutors above their appropriate grade levels.)

How are the marked gains observed in the Newark project to be interpreted? We have already indicated that the increments may be due to test familiarity, test-retest measurement error, regression toward the mean, growth and reading skill. The absence of controls makes this judgment impossible. The gains are striking enough to question whether they may have been true gains.

In both cities the tutorial model differed in staffing and administration. In Philadelphia, the tutorial program was part of a well-organized summer program set up by the Philadelphia Board of Education. The teachers were experienced, and several were working in the familiar setting of their home school. In Newark, by contrast, instead of six professional teachers, six indigenous women, mothers with no training and little education themselves, supervised the tutorial with the direction of two experienced teachers from the Newark Board of Education. The operative style and administration of both programs consequently differed markedly. Philadelphia was more traditional, while Newark was much less traditional.

The Newark project was under pressure to produce positive results because of pre-existing conflicts between the Newark school system and the community. Participants thought that the Newark Board of Education viewed the project as an appendage rather than an integral part of a summer program. Newark program staff felt pressures to "prove itself" and to show the Newark school system that the community could do something; i.e., a parent-run tutorial could achieve success in teaching children to read.

The tutorial staff in the Newark project deny any overt intent to prep the tutors for the post-test, and there is no evidence that this occurred. Staff did, however, attempt to guide the tutors. The weak and strong points of the tutors were known through their regular teaching sessions and through the fact that tutors had more self-help time, staff knew how to guide them in some areas where they were weak. This kind of appropriate tutorial support alone is not sufficient to account for the gains shown, however.

One strong factor affecting tutor performance was motivation. As indicated above, Newark was more anxious than Philadelphia about substantive gain in measured reading level. Test scores that would reflect a dramatic change in reading level were a compelling criteria of success to "show" the Newark Board of Education that a parent-run tutorial had achieved success in teaching children to read better. The pressure was conveyed to the tutors. There was some indication that the tutors were concerned that poor performance on their parts might result in loss of the program. They tried to do well. In the post-testing sessions they were observed to be motivationally more involved and they attempted many more test items than in the pre-test. It was also observed that their enthusiasm for continuance of the program was very high. The group as a whole was more self-confident in their attitude about test taking, and there was a great deal of friendly competition around taking the tests.

One indication of the magnitude of the tutorial involvement in the program became apparent during the Newark riots. Despite the tense and critical situation during the riot days, the tutors continued to show up for their tutoring assignments.

Given all these considerations, the context for reading improvement existed in the Newark project. It is possible that the reading gains observed are attributable to some improvement in reading skills manifest during the testing sessions. However, the gains would not come anywhere near a 3.5 year increase.

In both cities, the tutors now appear to function at expected test levels. These data, as in the Cloward data, seem to suggest that students involved in the tutorial program improve most when initially below standard. It is also likely that participation tends to sustain the reading performance when students are performing at their appropriate grade level.

In analyzing sub-groups within each sample, no differential gains were noted for 14-year old tutors as against 15-year old tutors; both improved equally. Similarly, no different gains for males as contrasted to females were observed.

TUTEE ANALYSIS

Tutee Sample

Pupils participating in the summer tutorial program were primarily 3rd, 4th and 5th graders. In Philadelphia, some

1st and 2nd graders joined the program as tutees after the program started. They are not included in this analysis.

The total sample of tutee participants was considerably larger than the final number of cases available for data analysis. These attrition losses are due to multiple factors affecting pupils in both cities, such as: pupils leaving the program for other summer activities before post-testing; students beginning the program late and missing pre-testing sessions; natural attrition; and so on. In Newark, the riot caused many parents to keep their children at home. The resulting attrition rate stayed at a high level for the balance of the program.

Only samples with pre-post data were used for the analysis. In Philadelphia, a control sample was given the pre-test, but not a post-test with the reading instrument. These cases cannot be used as controls and are excluded from the analysis.

Measuring Instruments

Two instruments were used to measure the effects of the program. The Metropolitan Achievement Tests were used to measure reading improvement and the Middle School Survey was used to measure reading attitudes.[3]

Only Philadelphia tutees received the Metropolitan Achievement Tests. Both Newark and Philadelphia took the Middle School Survey.

The Middle School Survey used to measure reading attitudes consists of 25 items related to reading habits, feelings and interests. For example, the instrument contains such questions as:

> Are you interested in what other people read?
> Do you like to read catalogues?
> Does reading make you feel good?
> Would you like to have more books to read?

Each item is scored "1" for the appropriate positive reading response and the final score is obtained by summing across all items.

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[3] Middle School Survey, Part 1--Reading Attitudes. This section was developed by the Department of Education, San Diego County, California.

Tutee Findings

By way of preliminary comment, a short term program would not readily produce marked reading improvement. The project was cognizant of the results reported by Cloward and they had anticipated that gains would be found, it at all, in the tutors rather than the pupils.

Secondly, it is impossible to locate an attitude instrument that is sensitive to pupil or tutor changes. No attitude instrument was used with the tutors and the Middle School Survey was used on a pilot-exploratory basis with the tutees.

Reading Attitudes

Attitudes were examined within each city separately. The results indicate that there was not statistically significant change in pupil attitudes. These data are summarized in Table IV. Comparison of pre- to post-test changes on all 25 items considered separately likewise indicated no significant changes. These findings are not surprising, since it is exceedingly difficult to record changes in pupil attitudes. Most research instrumentation in the area of attitude measurement is insensitive to subtle changes in attitudes. Most research instruments, including the one in this study, are not substantiated.

Reading Achievement

Reading achievement was measured with the MAT. Attrition rates were very high and it was atypical to find complete data within each of the participating schools in Philadelphia. These data are consequently not reliable. To gain some statistical estimates of possible pupil improvement, all pupils with pre- and post-test data were pooled across schools. Schools vary considerably in the educational status of their pupils as regards reading skills. Pooling technically tends to increase the variance and reduce the possibility of detecting differences. Also, given the uneven attrition pattern observed across schools, other biases may result from pooling these data. However, for a rough estimate of possible tutee improvement no other choice is left open. These data are presented in Table V.

TABLE IV

CHANGES IN READING ATTITUDE

	N	Pre-Test Mean	Post-Test Mean	Change	p-value
Newark	38	15.6	15.1	-0.5	NS
Philadelphia	81	13.7	14.1	0.4	NS

TABLE V

PHILADELPHIA MAT SCORES

	N	Pre-Test Mean	Post-Test Mean	Change	p-value
Word Knowledge	51	15.5	17.2	1.7	NS
Reading	51	14.2	13.8	-0.4	NS
Total	51	29.7	31.0	1.3	NS

No signicant reading achievement gains are to be observed. Pupils remained approximately the same before and after the program. Pupils were apparently able to hold the gains made during the regular academic year over through the summer period.

APPENDIX I: ASSESSMENT AND QUESTIONS

The 1967 summer Youth Tutoring Youth project was not intended as a research project. It was a pilot project set up because the National Commission on Resources for Youth had many questions and an exciting idea which it wished to translate into flesh and blood.

Did the Commission achieve its goals? As the following pages indicate, the summer program brought problems and many new questions to consider, and opened complex new issues to explore. The following is only a beginning in the attempt to pose the pertinent questions evolving from the summer program.

Almost any of the really "big" problems with which the best minds in education and the social sciences have been struggling could be found in some form in the summer program, in which we were trying to build a viable program from the germ of an idea:

> The bureaucratic roadblocks which a poor school system puts in the way of educational experimentation, and in how and whether and the extent to which it is possible to cut through them.
>
> The role of a community action advisory committee in operating an educational program--what they do when there are no formalized restrictions placed on the form and extent of their participation--when they do not have to use their energy fighting for the right to participate meaningfully but when this is expected of them and when they--like the professionals--must therefore show the limits of their willingness and ability to participate.
>
> The strengths and weaknesses and limitations of untrained adults (in this case, Negroes living in poverty) in a teaching role.
>
> The many materials designed for use with "minority groups" and the "disadvantaged" to which these adults react positively and can use with some effectiveness.
>
> One small problem and question--can 14- and 15-year olds (from poor families and behind in school) form an effective tutoring relationship with younger children from the same background as their own?

These are only a few of the pertinent questions that could be asked--and most researchers would need a year merely to formulate their questions exactly before they began their field work. Testing does not really provide the answers to these questions. Test scores were distorted. In Newark, an anxious staff worked to make the tutors "test wise" so that they would perform well and guarantee success for the project. In Philadelphia, selection criteria were misunderstood, and few of the tutors participating were underachievers. The National Commission on Resources for Youth was primarily interested in attitudinal change--after scouring the country for an adequate attitudinal test, the Commission realized that such change is almost impossible to measure.

But what of positive value remains from the summer? Did Youth Tutoring Youth give even a few tutors a new and richer sense of self by providing meaningful responsibility during the hot and racial-torn summer? Did a few tutors feel a little better about the written word as the projects closed their doors and packed up their books at the end of the summer? Did a tutee somewhere begin to feel an excitement about books and writing and expressing what he saw and felt around him as he began to share his words and thoughts with an interested tutor?

In the final analysis, it is the remarks of people--tutors, tutees, supervisors, principals, observers--made during the program which give a real sense of the success of the program. In our judgment, there is no more vital kind of evaluation. We hope to piece together a mosaic of questions and hints from the variety of reports and tapes and observations from the summer project in hopes of beginning to formulate the pertinent questions which might contribute to building a more effective model in the future. The various aspects of the program such as recruitment of tutors, administration, training, and so on, will be seen from the different perspectives of the people involved--teachers, tutors, administrators, and outside observers.

Administration

Excerpts from dialogue between the Project Director of the National Commission on Resources for Youth and the Administrator of the Philadelphia program about administration of the program, July 28, 1967:

National Commission on Resources for Youth Project Director:

> When the program is begun, is it possible for a person to act both administratively as head and also do a responsible job in supervision and the improvement of instruction by the staff with whom he is working?

Philadelphia Program Administrator:

> My feeling is very definitely yes. With the understanding that the administrative models (the

> administrative forms) will have been developed before the program actually commences.

Excerpts from comment by Teacher A at Philadelphia Evaluation Session, August 14, 1967:

> I think our director has been a very conscientious worker and it has been a pleasure for me to have formed this association with him on this level...but I think he should have had an assistant...an assistant who would have been sort of his alter-ego, a person who could have thought when he might have been too fatigued to think, and that involves, in one instance, public relations. Although this program was not supposed to have been publicized, I do think that one of the chief weaknesses of this program was the inability of the director of the program to translate the ideas, the creativity, the high motivation and the innovations of this program to the community...

Excerpts from the report of a staff member of the National Commission on Resources for Youth on the Newark project, July 12, 1967:

> The Newark staff and I met to discuss whether it would be agreeable with them if the teacher-in-charge were to take over as the administrative head of the school, and his assistant and I would split the responsibility for training and helping the supervising aides.

Administrative organizations differed considerably between the Newark and Philadelphia phases of the program. In Philadelphia, one person was the sole administrator for the program, responsible for administrative details as well as coordinating programs located in six different places, providing support for personnel, disseminating materials, etc. In Newark, the teacher-in-charge and his assistant shared administrative functions, though a division of labor naturally evolved in which the latter took responsibility for running the in-service training programs while the teacher-in-charge took over the administrative details.

In both programs, the National Commission on Resources for Youth provided administrative support through the Program Director and his assistant, who were intermittently available to both programs. Whereas the Philadelphia administrator was alone on the job and had to coordinate efforts between six separate schools, he was not burdened with the demanding in-service training program run by Newark teachers-in-charge.

Questions:

1. Can the same person both administer and supervise the educational instruction, or do these require a different kind of personality and should a division of labor be written into the model?

2. Can administrative forms be written into a model before a program commences? If so, how?

Recruitment of Tutors

Comment by Teacher B in Philadelphia during evaluation, August 14, 1967:

> I think that if we had specific qualifications and we had more time to select our tutors, we could have selected a different type of group. Those that needed the program...I felt that some of my youngsters who were involved in my program were aggressive...didn't appear to have the need to really want to hang on.

Comment by Teacher D during Philadelphia evaluation, August 14, 1967:

> We want to go outside the block and bring in the ones that later may be a benefit to programs and community activities and a better society. So my feeling about the selection of tutors is maybe we should cater to the less unfortunate.

Comment by Tutor Supervisor D in Newark during evaluation session on August 14, 1967:

> In relation to hiring the tutors, I think it would be a good idea if they didn't know they were being hired for a job, I mean a paying job. This way we could find out who is interested in working immediately because when you make it just a job, well, then they show up for any job for which they get paid...they're only interested in the salary. The job loses importance when you have just everybody come in, but if you screen them and have only those who are genuinely interested....

Comment by the Teacher-in-Charge of the Newark program during Newark Evaluation session on August 14, 1967:

> I think that for every fifteen underachievers, two highly motivated tutors should be hired to spur the others on.

Criteria for selection for both the Newark and Philadelphia tutors were to have been as follows: 14- and 15-year old underachieving youth who met the Neighborhood Youth Corps poverty criteria. Whereas in Newark, the criteria were followed (Newark tutors tested 2.9 years below their reading age), through a misunderstanding with the guidance departments of the schools who did the recruiting, the Philadelphia program utilized tutors who were not substantially underachieving in terms of reading.

The Commission set up its criteria of having underachievers tutor other underachievers because it wanted to use this program in the Neighborhood Youth Corps to keep these children from dropping out of school; further, it was felt that a teen-ager with a learning problem would be more empathetic in tutoring children with similar learning problems and would be more able to help them and in turn help themselves. Underachieving children were chosen as tutees because the Commission wished to reach children who needed to be reached--those who were failing. As the response of various participants indicates, there are several questions to consider:

1. How will a model meet existing middle-class pressure within the Negro community (particularly prevalent within the school as indicated by remarks of Philadelphia teachers) to include high achievers as tutors? If the Commission is convinced that underachievers can tutor other underachievers, how will it communicate this value to a group who see the program as a reward for achievers? Is the model flexible in this respect?

2. How is "underachiever" or "achiever" to be defined? Testing before acceptance into the program, guidance records, general achievement, reading level, aptitude tests, attitudinal tests?

3. Should achievement level be homogeneous as in Newark and Philadelphia models, or heterogeneous so as to "spur others on?" What are relative merits?

4. What are the advantages and disadvantages of monetary reward as primary incentive for educational tasks? Should tutors be hired on a voluntary basis, on a voluntary basis only, initially, etc.?

Training

Comments of Newark tutor supervisors about the training phase of the program (during August 14th evaluation session):

I think another week could have been used just for the practical part.

I think it would have been better if we had had more work with people like Jerry (Weinstein) on the last day (role playing, etc.) because he informed us about the type of children that we would be dealing with and getting through to them not only on the intellectual level but as a person first rather than the more rigid and high-pressured training (in reading techniques).

I think another good thing would be to have some training sessions right along with the tutors. The tutor and the supervisor working together.

As for Nell's training, I think she was very informative and helpful...the sessions with her, and she reinforced the idea that we were parents, that we weren't professionals, we were mothers and she built up our confidence along these lines...

We didn't have any training whatsoever on how to work with the tutors. Just about all the work we did with the tutors ourselves, we pulled out of our own hat. We needed real help in working with tutors and this goes back to the workshop again.

I'd like to add a lesson or training in clerical work for the supervisors. That took a lot of time because we didn't know how to do it.

I think we could bring in other people from other fields too....In the selection of professionals, though, I don't know how this would be determined, but someone should find out if they're high-pressured and condescending types.

I think that if there are too many people involved in the workshops it will tend to confuse you more.

I do think--and this goes for the tutors and tutees, too--that our training should have included workshops. I think we should have a whole day for the workshops for the supervisors to pick up particular skills that we can use with the tutors and tutees. I don't think we should have to use the skills the next day but should know the skills so whenever a particular

> situation comes up, we would just be able to pull them out of the bag and we'd know more what we were doing.

Comment by Philadelphia teacher about training during August evaluation session:

> There is one question that I would like to ask about the aides. I think that they have to be trained, too, because explanation on the job is hard with the tutors there. I feel that the in-service training period for the aides should have been longer.

Comment by National Commission on Resources for Youth Project Director regarding training:

> We did learn that any training involving sub-professionals must include more sensitivity training and the Guided Group Interaction method. We also learned that one cannot "pour it on" particularly when working with sub-professionals. Everything must be kept simple and logical. Participants must become actively involved while in training. The training of sub-professional aides cannot be the same as training of professional teachers. Both must feature active involvement, but the differences in educational training and experience must be provided for.

Comment by National Commission on Resources for Youth Assistant Project Director (July 19, 1967):

> The corollary that I am beginning to develop in my own mind is that far too few people were provided to support and assist the tutor supervisors. Although I am still not clear on what could best be done in a preliminary two weeks' training program, I am inclined to think that pre-service and in-service training should be given by the same people so that there will be more continuity....Maybe for the sub-professionals one needs the very, very best; and I know that's what we gave them, in a sense, during the first week--the very best professionals from a number of disciplines. But what they need is someone who has been with them from the beginning--someone who did not have the extensive administrative responsibilities...someone whose main job it would be to help and counsel them and who would be

> sophisticated enough and experienced enough not to try to make them into teachers in the usual sense--and yet who would know how to distinguish and support the qualities these lay persons have which can be positive factors in the learning process.

Several questions emerge from these comments of various people involved in the program about the form and content of a training program:

1. Since teachers and non-professionals bring different backgrounds and attitudes into a program, a definition of the strengths and weaknesses of each in terms of supervising tutors is essential to providing training; e.g., teachers bring skills and experiences in classroom teachniques, yet by the same token may be less responsive to helping give the tutor sense of self. The teacher may also be less receptive to concept of underachievers helping others, and less responsive to the value of individualized program...may be "closed" to new techniques in certain ways. On the other hand, sub-professionals may bring openness to new techniques, fresh sense of dedication, and openness to kids, but may lack skills in handling groups of kids and lack familiarity with teaching processes and materials.

   How can the strengths of each be built upon in training programs and how can weaknesses be diminished? How do we help teachers to look at the teaching process in a new way, to give tutors a sense of themselves as teachers, etc....more T-group training? How do we help sub-professionals move into a new role and best utilize their deep sympathy for the failing child? Do we emphasize practical training or attitudinal training? How do we keep the sub-professional open to new techniques and help him through the "growing pains" of becoming a teacher without his resorting in insecurity to familiar but often punitive means?

2. More specifically...should training be carried out by several people with different approaches or is this confusing? What types of professionals can be most helpful to both teachers and sub-professionals?; e.g., are sub-professionals more responsive to people of similar background, such as Nell Whittaker, or people with impressive credentials and much training, or both in their own way?

We suggest for future training programs that the training be of the workshop variety in which people learn by doing. It seems more effective than more traditional didactic techniques. Both teachers and tutor supervisors would have benefited from doing actual tutoring with teen-agers themselves during training sessions to get a real sense of the process. Role playing and T-group training are particularly valuable training techniques and more conducive to the attitudinal and affective changes which the National Commission on Resources for Youth feels Youth Tutoring Youth projects will generate. Highly technical training is less productive--it lends itself to more rigid teaching methods, is more apt to limit the inventiveness of the tutor in the tutoring situation, and may be overwhelming, particularly to a sub-professional with little training.

The National Commission on Resources for Youth is concerned with giving youth a sense of itself by giving it meaningful work in an educational setting. It is through this meaningful relationship to his environment that the Commission envisions a consequent better feeling about the written word in both tutor and tutee. Training must reflect this concern with the affective sphere of learning and move away from more traditional remedial reading approaches.

Organization

(Relationship between school and community, comments on relative merits of setting up program within well-defined school system, coordinating efforts with existing educational institutions, remaining autonomous from educational institutions, utilizing indigenous sub-professionals to supervise, placing supervision in hands of teachers, having community members supervised by professional teachers, etc.)

Comment by Philadelphia teacher on desirability of operating tutorial in close coordination with school system (in this case the Board of Education summer school), August 14 evaluation session:

> Administrator, Philadelphia project:
> Do you think it would have been more desirable had we operated independently of the summer school, or do you feel it was good that we operated along with summer school?
>
> Teacher A:
> I do feel that because we did operate a summer school, our program was more successful because I was able to get the cooperation of the Home-School Coordinator to go to the homes of the

> tutees, visit with the parents. When we had problems, I was able to have her bring the parent into the school. I think the (summer school) teachers were very valuable to our program. They gave us a thumbnail sketch of the needs of these tutees, and they came to the tutoring rooms during breaks in the day to see how the tutees were reacting to the tutors. If there were disciplinary problems they had conferences and we had a unique experience with our counseling teacher who became involved in our program, and she conferred with the tutors about children who were counselling cases. She read the report the teacher had left on the tutee. She read the report the parent had given on the tutee and then she read the report the tutor had given on the tutee; and she said this tutor, though she is an underachiever herself, has greater insight on the needs of this tutee than I have been able to get from the teacher or parent. So I feel that it was of great value to us having the summer school...

According to a report by a National Commission on Resources for Youth staff member taken August 16th from administrative evaluation session:

> The Newark teacher-in-charge mentioned a number of times that the program could be run better out of the schools and in a church where there would be a kitchen and a playroom or a gym. His assistant and the Philadelphia administrator thought this would defeat a good purpose; that the tutors should develop more favorable attitudes and relate them to school. The assistant teacher in Newark said the people in her program were trying to fight the schools as such, so they tried to hide the fact that it was in a school; the kids were confused--they were promised a summer of fun, not school; she thought it should have been a summer of fun--it is school.
>
> The teacher-in-charge in Newark was convinced that a number of the problems that they had in Newark would not have occurred if all of the staff had been professionals; the Philadelphia administrator commented that they had sometimes had to try to get their teachers to "unbend a little."
>
> The assistant teacher in Newark said that if teachers could accept the notion of serving in an advisory role, the community would really become involved.

> The Philadelphia administrator thought that aides should do most of the execution, but teachers should be the ultimate authority.
>
> The assistant teacher in Newark said that the program should be held only where there were related activities and controls; the Philadelphia administrator thought that an elementary school was the best place to hold the program.

Comments of Newark tutor supervisors revealing attitudes toward educational institutions in Newark:

Tutor Supervisor:
The teacher don't want to work with the ones that suffer. They don't even have a chance to get to these children in the back, which means that something has to be done about the school system.

Teacher-in-Charge:
Well, if we can prove that you people can handle kids this summer to the point that they can actually improve in their reading..

Tutor Supervisor:
Yeah, you prove it. You prove it. Now if you can get it down there and get somebody that sits down and listens to it...They goin' to give you the run around...One's gonna be out of town, one's gonna be there...You never gonna get 'em together...

Evaluation comments by Newark tutor supervisors revealing what they see as their relationship to educational institutions (August 14, 1967):

Tutor Supervisor:
Most of my tutors say that they enjoyed working more with the supervisors than they would have with the professional teachers. They said that if this program had been planned around professional teachers that they would not have stayed with the program. And their reason was that there was a professional barrier between the teacher and the child during the regular school year and this is one of the things that I think is going to injure their learning because teachers come from different environments...we are more receptive in learning and listening.

Tutor Supervisor:

> I can't wait until school opens in September because I think this points out that community people can be used effectively in a public school system.

Evaluation comment by a member of the Community Action Committee which helped plan the Newark program, recruited tutors, screened staff, etc.:

Committee Member:

> This shows that a community person can really take a hold and keep things going and be a coordinator and a counselor and disciplinarian, or whatever it takes to run a tutorial project and do it most effectively and more effecitvely than a school system can...I don't think this kind of a program can replace a good language arts program that's conducted by experienced teachers. In the classroom, teen-agers and community people certainly play a key role in developing the relationship with the children, and break down the barriers and even interpret for the teachers what the children are feeling. But I don't think this kind of program can take the place of what should be happening in the schools year-round and during the regular school year. I can see it as an after-school program, with young people getting good orientation toward helping kids, and also with the community people again taking the bulk of the responsibility for moving the project--being responsible for the project in terms of relationships of the people to one another and relationships with the children and relationships with the parents, or the professional teachers, who have an understanding about the children's problems, taking some of the more technical aspects in remedial work that would be needed...

The National Commission on Resources for Youth purposefully set up two different kinds of models. The Philadelphia model was set into a well-organized school system and closely coordinated with it, using teachers as supervisors. The Newark version, which met the demands of a militant community action group, functioned far more autonomously from the school system, using indigenous community mothers as supervisors and allowing a community action group to screen professional supervisors and aides, recruit tutors and tutees, etc.

In reviewing the various comments of people involved in various aspects of the programs, a wealth of questions concerning the relationship between school and community arise:

1. What are the advantages of using community people in supervising an educational tutorial? Can a community with negative feelings toward educational institutions work effectively with members of such institutions? Should professionals serve as advisors, or assume a more active role in supervising if sub-professionals and professionals are to work together? What kind of role definition should there be between teacher and community aide in a school? Should community people serve as mediators between teacher and child?

2. Is the school the best setting for programs operated by the community? What are merits of other physical settings--church, storefront, etc.?

3. Should tutorial be viewed as a means of bringing community people often hostile to educational institutions to a greater understanding and cooperation with such institutions? What are advantages and disadvantages of utilizing the tutorial model as community action project?

4. What are the advantages and disadvantages of setting the tutorial into a well-functioning school system?

Again, the question is asked, did the Commission achieve its goals? In the preceding pages, those involved in the program posed the questions themselves--the questions evolving from the Youth Tutoring Youth project concerning the numerous ways in which a more effective model could emerge from experience.

But what about the pluses? Were the various people involved--school officials, teachers, community people--positively affected by the program? Did the germ of the Commission's idea spur new related projects into existence? And most significantly, how did the children themselves benefit? Did attitudes change? Did the summer program give them a sense of hope and confidence in the world's possibilities for them?

Again, the people themselves are the best spokesmen:

Comment by Philadelphia school principal:

> I don't really see too many negative results in this. I personally was a little fearful having youngsters who were underachievers and who were also normally disciplinary problems--in the school, wherever they go to school. The tutors would be from other schools, so that you as a principal would anticipate perhaps having twenty problems

> on your hands, or maybe ten out of twenty, and you wonder if you are going to find them wandering about the building, getting into things they shouldn't get into, and causing trouble, etc., and this fear is completely unfounded because these youngsters were, of course, well supervised by their teacher; but even without that, they behaved themselves admirably, and I haven't had a single problem...the problems just haven't been there, so they must feel that more is expected of them in this position. I see their self image improving through this program.

Comment by a member of the Community Action Committee in Newark who helped develop the project:

> I think the personal attention that both the tutors and the tutees received through this kind of program is one of the keys to children in the cities learning anything, and even wanting to learn anything. It's so different from the classroom that they are used to with 40 or 50 kids in it in which the teacher doesn't really know anything about them; and even if she wants to, it's very difficult for her to pay any attention to them. Whereas now, in the summer, they had a chance to find out on an individual basis, working and learning on this kind of basis. Talking to tutors who lived in our community here and who go to summer schools and do the same kinds of things that their brothers and sisters might--I think this is a real communication and a real beginning. Right now I think maybe this is the only kind of way to begin to communicate with these children--in their own way, where they are, and what they know, and how they live--this is a beginning where they can communicate with each other and so both can learn; whereas the schools, as they are now unable to provide anything like this, seem very distant and noncommittal, and it really forced so many of the children to become uncaring; here they are finally in some kind of a learning situation where there are people who care about them as individuals. There are people who can talk to them.

Teacher's perception of change in some of the tutors as a result of participating in the project:

> I would like to talk about one girl in particular. I'll call her Sally. They knew her when she came

into school and she had a nickname of "Griz." I had the children write an experience story, and two of them wrote about this bear that they called "Griz." At the time I didn't know about Sally's nickname. The reason for the nickname is that Sally was sort of tall, big...she was unkempt. Her hair was always a mess. My problem was to find how I as a man was going to talk to her and get her to change if possible. Well, I let it go for almost two weeks, and I came in ready to talk to Sally after the weekend, and I heard the kids making a lot of fuss over her when I walked in. She had bought herself a new dress. They were saying she looked good, you know. And Sally wears glasses, so I said, "Sally, take your glasses off," and she took them off, and she does look better without glasses and I said, "Your eyes look pretty." So the next day Sally came in with her hair done, and from the fourteenth of July to the end of the tutoring Sally dressed well--she kept her hair done. She still was a little clown. She was that type girl... she was funny. She'd crack jokes. She'd even have some on me, but you just couldn't help liking her. So she worked out fine all the way to the end of the program. Sally worked with the kids. She was the one who thought of the idea of going out into the neighborhood and interviewing the people in the community. So we took the tape recorders and the cameras and we decided that the tutors would be the newscasters...they would interview the man on the street. So they went out with their tutees and they stopped and asked questions such as "What do you think of the riots that are going on over the country; what do the people think of the urban renewal; what did they think of the gangs?" And we've got some very interesting ideas on tape from this. The original idea came from Sally. Sally thought of it and when she went out with the tutees she told them to tell and talk about what they saw on the spot so that when they came back they could talk about it and write about it. Well, while they were out this idea hit Sally so she did this taping but erased it so in our conference in the afternoon I brought this up. The tutors said they erased it because they didn't think I would go for it...you know, they had gone out for this one thing. I explained to her that I thought this was a creative thing and she shouldn't have been afraid...even if she thought I would be angry she should have asked me before she erased it. I wanted something like this. So they decided they'd go out again and they went out a second time and did these tapings. The people in the neighborhood became so interested that an owner came out and he was so interested that he wanted to have what his patrons would say on the tape so he was trying to get the group to come in... Well, they decided to have the patrons come to the door, so they stood at the door and interviewed the people. They took pictures of each man they talked to and taped what he said.

We had in our group a member of a gang...his name was Jose. He was a nice-looking boy. He dressed well. He was the sort of boy who was on the fringe. He took back to this gang the experiences he was having with the kids. They wanted to know from him what was he doing this summer better than they were doing. Some of the boys in the gang were employed with the Neighborhood Youth Corps. The fact that they would sit around and exchange their work experiences was a way of cutting down some of this gang activity too. He was able to earn his money and get some clothes. They had a sense of responsibility and accomplishment...

Well, I had seven boys, but mine seemed to work out pretty well. I had a small boy, too...Steven James...and he did very well. He had a good vocabulary, but he didn't like to talk much. And he and another boy, John Carver, expressed the fact that this program helped them come out of a shell. I gave John another boy who didn't like to talk... another tutor had this boy and he just wouldn't talk to her. I found out in talking to the boy that he just didn't like girls too much and so I put him with John and there were two boys...neither one of whom liked to talk, but John had to talk to bring him out, and as a result John was able to talk more. Each of the boys that I had had their own little accomplishments and their own little failures, but I think some of the accomplishments overrode any difficulties. I was apprehensive in the beginning about Robert Jarrell. Robert turned out to be very interesting...he's a comical fellow...

> he's from a home for boys and he has a certain empathy for the children and was able to reach them very fast, and he had a knack for spontaneously bringing about something creative to teach the kids. This was the boy that took a magazine while working with the children and turned to a page where there was a typewriter keyboard on an advertisement and right on the spot he began teaching the child initial consonants by using this typewriter keyboard. The other boys...I had two who read comic books when they first came, and when they left they told me that they no longer looked at comic books as their whole recreational reading. One boy took up the game of chess...he was spending his lunch times getting instruction in how to play chess...

> Juanita is another child who had been a big discipline problem in the school. The principal came through the cafeteria during the summer and sat and watched her and another child who we'll talk about later. After watching them at work, he asked if he could have a conference with these two girls because he felt that the change that had come about in Juanita and the other girl whom we'll talk about should be recorded and sent along with her records to her new school. Because of her records being so bad he felt that these new comments that would be placed in her records would help get her off to a good start. Juanita had been such a problem that her mother was about to put her away in a home or a boarding school. While in the summer tutoring project school, she had been threatened by those who were in authority to be put in a school for disciplinary girls. She was chosen to be put in this project this summer in order to perhaps improve her reading and in hopes that it would give her some new sense of responsibility...In answer to one question, "Do you think this program has in any way helped you to realize what it means to really get your work done?" this tutor replied, "It's helped me because with the children they thought to be not discipline problems--they seem to be bad, and I thought to myself, 'I'll probably end up like them.' So I said, 'Straighten up and fly right.' "

Remarks of parents:

Teacher B:

> I had two parents come in this week who indicated they would like to have their child tutored in the fall during the regular school year session, and they hoped I would have some information about it before the project was over in reference to continuation of tutoring past summer into the fall...
>
> We've had reactions from parents who express favorably that they were interested in the program and their children seemed quite interested in coming because they come on their own time. I had a parent yesterday who came to get her child because he returned to the afternoon session. He wasn't supposed to come back. We had him in the morning. For the most part, the reaction from the parents has been very favorable...Many parents that I've interviewed wanted to know why the child couldn't come every day.

Philadelphia parent:

> There has been a vast change in my daughter since becoming a tutor. Her personality has greatly improved and her regards for others, especially children, has broadened. I know that she is especially interested in her tutees. I know of one of her tutees that she feared had to stop because there was no one to accompany her home; so my daughter walked her to the trolley car, waited with her until one came, and then telephoned her home to see if she arrived safely. This is an example of one of the changes and points of interest in the program. I'm very impressed.

Philadelphia parent:

> My son Jerry asked me if I saw any changes in him since he started to work. Yes, I have seen quite a few. Before he started to work, he acted like a 9-year old boy with no responsibility. He cleans himself up more and he knows how to ask reasonable questions and give reasonable answers.

Newark parent:

> My daughter has to defend herself against her

> overseer (the tutee), as far as profanity is concerned. Her attitude has changed towards teachers; she knows what teachers go through.

Newark parent:

> I haven't noticed any changes in my daughter, except that she dresses nicer and she is more considerate. Each day she gets more playful.

Remarks of tutors about the program:

Boy tutor:	It helped me by not being too much shy. I used to be a lot of shy; I wouldn't talk to hardly anybody. But this way the children talk to you if you just talk back to them and listen to them and pay attention to them.
Girl tutor:	Yes. I liked it better (the way we did it this summer) because in a classroom if you don't know an answer it's embarrassing; they think it's embarrassing to say the wrong answer.
Girl tutor:	She (tutee) is a good worker and would do better if she were not so worried.
Girl tutor:	I learned a lot myself like to take time with children who are a little slow and most of all I learned to control my temper even when something is said or done that I don't like. But one thing I found out that a person can teach another person no matter how much he or she knows just as long as there's an understanding between them.
Girl tutor:	I have also advanced myself to a higher level...because I had to look into things a little more.
Boy tutor:	It meant...helping a younger person out in his reading while on the same hand I would be helped in my reading, also. The thing that meant the most to me was I would get all of this and get paid for it at the same time.

Boy tutor: I like to work with kids at this lower level. If they have problems like at home they should have someone their own age to talk to. They wouldn't talk like she talks to me if any grown-up was here.

Girl tutor: I like best the tutees. Sure, you have brothers and sisters at home, but you fight with them. Here you get to know your tutees. When I had to get to know them, I found they wanted me to treat them like grown-ups; when I talked to them like they were grown-ups, they responded. This program is going to help me with my brothers and sisters and we won't have so many arguments because I'll understand them more.

Girl tutor: At this age (pointing to a tutee at work nearby) they're acceptable to anything you say. They catch on quickly at this age and they're still good while at this age. Then they get to an age where they slack down and don't care, and they join gangs, and they don't care any more at all, then. Their work this summer with us may help them later on. They have to pull out of it themselves. I was the same way, once. I was unsure, and the teacher kept saying I'd make it, but I wasn't sure at all. The teen-agers felt the same way I did. They weren't sure that they'd make it and some of them didn't want to try, either. I had to wait. I felt sometimes like I wanted to be a square, and then I'd feel the other way and want to have everybody like me and accept me, but I had to make up my mind myself. Now I accept grown-ups. I accept you. I accept everybody but my parents. Teen-agers never accept their parents.

Tutor: What do I like best about the program? Well, teaching other kids smaller than me what they might not learn in school and then we... so I put it in game form and they learned more and learned it easier and faster.

Tutor: Well, I learn from the experience of a job just what--you know, if I want to become a teacher what I might have to go through and this helped me so I can enjoy the responsibility.

Tutor: Yes, he's (tutee) learning gradually and, well, he didn't need that much tutoring because see, he came to summer school just to be coming because he liked it and he figured he'd learn a little more when he goes back to school, so I'm trying to help him.

Remarks of tutees about the program:

Boy tutee: I like tutoring because my tutor is a very nice tutor and she looks pretty every day.

Boy tutee: I like the tutorial program because we have our own tutor and because I can do some of the things that I can't do in regular class. We do a lot of different things and I enjoy them. My favorite game is making words out of other words. I like to do and make things. I think that the tutoring program will help me to read better. I also like the program because it's fun.

Girl tutee: I like the program it is very nice. I like my tutor very much also. She has taught me many things, punctuation marks, how to do crossword puzzles, and how to use a dictionary. I have played many games: hangman, tit-tat-toe, take, See-Quees, and some others. I want the program to continue next year.

Girl tutee: I like my tutor because she's pretty and she tells me words I don't know. I take home my work and my mother tells me I'm doing fine.

Girl tutee: I like best listening to records of the stories. The tutor was playing records to the tutee and then asking such questions as,"Why did the witch want Sleeping Beauty to sleep?" The child wouldn't answer and said, "I'm shy," and then her tutor explained how he handled this situation.

Tutor: This tutee was very shy. At first she wouldn't talk at all. It was one and a half weeks before I got her to say anything. Now she talks all the time. She tells me what she wants me to read. (Then, turning to the tutee): "Don't be bashful. Let's tell something about the story. You think for a few minutes." But the tutee wouldn't talk. The tutor walked away and repeated the conversation with M.C.K. out of the ears of the tutee: "I had a hard time getting this youngster to talk. I say, "Now Roxine, I'm going to read this book" (one we've already read), but right away she says to me, "We've read that one before."

APPENDIX J: THE FUTURE

The summer project influenced many people who did not actually participate in it; while we do not have their direct testimonials, we know:

> that many teachers visited the program in Philadelphia, were impressed by and are now using techniques and materials that the tutors developed;
>
> that Teacher Corpsmen who visited the program are incorporating teen-age tutors into their programs;
>
> that a $300 Teacher Grant for Experimentation is being used in Philadelphia to finance a small project in which fifth and sixth graders and retarded educables tutor younger students;
>
> that church groups in Philadelphia and Newark who visited the program have initiated similar programs;
>
> that persons from across the country who have heard about the summer project are asking for details in order to establish similar projects.

Faced with the problem of evaluating the results of the summer project and drawing from this brief experience something of value to pass on to others who may become involved in a similar endeavor, we are reminded of a statement made by Dr. Dan Dodson to a class in intergroup relations at New York University that the practical usefulness of research studies seems to be related inversely to the precision of the experimental design. You can prove beyond a shadow of reasonable doubt something which will be of no use to anybody who wants to operate a real-life program with all of its confusing variables and unexpected vicissitudes. Or you can accept the premise that we don't yet even know what questions to ask and must, therefore, not "close" the evaluative and interpretative structure in any way--with the result that we can wind up at best with clues or hints to guide those who will try this very new thing again. We hope that the comments and questions discussed above will provide such clues and hints for the future. We will be exploring these possibilities in an extension of the summer experience described elsewhere.

When the demonstration began, there were many problems to confront--problems of defining objectives, of staff recruitment and training, of recruitment and selection of tutors and tutees, of training the tutors, of the materials and techniques to be employed, and so on. We turned to the published reports of other tutoring programs for guidance; though these proved helpful, most of the programs were significantly different from this demonstration--their tutors were usually from the middle class. We turned to a variety of consultants who provided invaluable assistance with training and materials, as detailed elsewhere. We relied, when no other resource was available, on trial and error.

We learned much from our resources and from the summer experience; however, a six-week period of experience cannot justify firm, valid answers to the questions we asked at the inception of the project. After reviewing the summer experiences and perusing hundreds of pages of reports and transcriptions of thousands of feet of tape recordings, we prepared an agenda outlining the questions that still confronted us, together with brief reviews of the literature which seemed pertinent. This agenda became the basis of a meeting held in Chicago on December 11, 1967 (see Appendix K).

The conference participants brought a welcomed variety and depth of experience to the discussion. Those present were:

Mrs. Mary C. Kohler, Director, National Commission on Resources for Youth, Inc.

Professor Ronald Lippett, University of Michigan.

Mr. Samuel Nash, Director, Projects and Planning, New Haven Public Schools.

Mr. Joseph Rosen, Principal, Howland School, Chicago.

Miss Gail Saliterman, Staff, National Commission on Resources for Youth, Inc.

Professor Herbert Thelan, University of Chicago.

Dr. Ralph Tyler, Chairman, National Commission on Resources for Youth, Inc.

Mrs. Jean Walzer, Staff, National Commission on Resources for Youth, Inc.

Miss Lillian Vittenson, Northeastern Illinois State College.

They dealt with a number of questions such as:

> What are the strengths and weaknesses of using various kinds of supervisory staff--regular teachers, neighborhood workers, volunteers, etc.?
>
> How important is it that the tutors have an initial commitment and belief in the program?
>
> Should tutoring be conducted on a one-to-one basis or in groups?

They had many comments and suggestions, the following being only a sample:

> That teachers, through this kind of tutoring program, can begin to see the possibilities for restructuring the schools.
>
> That parents, particularly urban parents, can be involved in their child's education through the program.
>
> That though the literature says the child should be committed to the concept of helping prior to his entry into the program, there is no way to determine such a prior commitment and, in fact, commitment usually comes with involvement.
>
> That it might be worthwhile to try various combinations of tutors and tutees, such as a squad of six tutors working together, observing and helping each other, or one tutor working with two tutees so that the tutees learn to help one another.

The Commission can now say with conviction that tutoring 14- and 15-year olds is well suited to being a work assignment for In-School Neighborhood Youth Corps enrolless; that the program can sustain the tutors' interest and participation (only 7 of the 200 tutors left the program, and they did so because of illness or higher paying Neighborhood Youth Corps jobs); that both tutors and tutees evidenced the benefits of the project (e.g., literacy skills increased, vocational aspirations have changed, sympathy for the classroom teacher was fostered, young people who in the past never voluntarily picked up a book were crowding around the library tables); that community people can efficiently participate as sub-professional staff in such a program, as well as engender enthusiasm and support in other parents; and that the In-School Neighborhood Youth Corps has the potential for (1) involving 14- and 15-year olds, and (2) providing them work assignments that are educationally oriented.

The summer demonstration proved the feasibility of developing educationally meaningful work experience for young people who would qualify for the In-School Neighborhood Youth Corps. It is now necessary to extend the developmental activities of this first phase: to confirm that there are lasting changes in reading and attitudes (six weeks is too brief a period of time to justify conclusive statements); to facilitate the installation of this project as an ongoing part of a school system's operations; to insure that the project becomes, with the knowledge and experience gained from Phase I, a model for emulation elsewhere; to enable school personnel from across the country to acquire the techniques to install a similar project in their school systems by serving as "Interns" in the model program; also, to enable these Interns to obtain the "fringe benefit" of valuable exposure to programs in urban education and education for the disadvantaged offered by a good school system and a large university; to hold a series of conferences to refine the techniques employed in the model, to evaluate the success of a program, and to further the dissemination and implementation of the mode; and to refine the materials used in the project and prepare definitive guidelines for establishing and operating a tutoring program staffed by disadvantaged young people. In all of these ways, Phase II will be different from but an extension of the summer activities.

The second phase will be conducted in Philadelphia under sub-contract to the school system and in cooperation with Temple University. There will be six different types of tutor supervisors; one segment of the program will be located in a community school; one in a school that has representatives of the National Teachers Corps; one in a school where members of the Young Great Society, a group of motivated male members of the community, are working; one in a school where members of the community are working as instructional aides; another in a school where older youth supervise; and finally, one segment will be located in a school of the Archdiocese of Philadelphia. A total of 100 tutors will work 9 hours a week for 15 weeks. As in the summer program, the tutors will be paid $1.25 per hour. The materials and equipment used during the summer will be utilized in Philadelphia; the evaluations of summer program participants will influence the way in which they are used and the purchase of any other materials and equipment.

The modification and extension of the summer experience is expected to have a number of outcomes. As in the summer project, it is expected that the reading level, attitudes toward school and work, and aspirations of the tutors and tutees will improve, that this improvement will be conclusively demonstrated over the longer time period, that the tutors will have a meaningful work experience, and that they will be dissuaded from dropping out of school; and, in addition, by the National Commission on Resources for Youth establishing a model project based on the summer experience to facilitate the access of interested school personnel to the model Youth Tutoring Youth project, it should lead to the adoption and use of the model in many school systems. It is also planned that kits of materials and standard project guidelines will evolve. It is hoped that Youth Tutoring Youth will become a major part of the "curriculum" of the In-School Neighborhood Youth Corps and will have an impact on educational achievement as well as on income level.

The Commission is well suited to the tasks outlined above because of its determination to discover and foster the implementation of demonstrated good practice. We hope that the Youth Serving Youth project is the prelude to significant change in the In-School Neighborhood Youth Corps and in the school curriculum itself. Helping should become a normal classroom activity. It can be of benefit to the teachers (relieving their burdens somewhat), to the helped (reducing the difficulties they are having and giving them some personal attention), and to the helpers (giving them a sense or responsibility and accomplishment, as well as allowing them to learn by teaching). The introduction of this concept into the regular school curriculum would be a service to all children, in addition to the benefits it provides for those eligible for the Neighborhood Youth Corps. There is every reason to believe that all children need the early opportunity to formulate positive attitudes about assuming responsibility and helping others; and the Commission believes that the concept of Youth Tutoring Youth and the program that evolves from it can provide this opportunity for all children.

APPENDIX K: CONFERENCE AGENDA

QUESTIONS TO BE CONSIDERED IN ESTABLISHING AN IN-SCHOOL NEIGHBORHOOD YOUTH CORPS YOUTH TUTORING YOUTH PROGRAM

I. GOALS.

What should be the designated goals of a Neighborhood Youth Corps tutoring program?

II. ADMINISTRATION.

Staff Recruitment and Training

What are the strengths and weaknesses of using various kinds of supervisory staff--regular teachers, neighborhood workers, volunteers, etc.?

What forms, what length of time and what items should be stressed in the training of the supervisory personnel?

> Programs have used a variety of techniques for training staff: sensitivity training (Tutorial Assistance Center, National Student Association); role playing (TAP, Washington, D.C.); technical competences (Mel Howard, Northeastern University).

Where should tutoring take place?

> Some programs suggest the school, others the tutor's residence, and still others recommend a "neutral" ground such as a storefront, church, community agency, etc.

To what extent is it possible to involve the tutors in the actual administration of the program?

How can the program be designed to insure sufficient supervision for the tutors while giving them enough freedom to be creative?

What guidelines can be developed on this matter for administrators?

> One tutoring program in Spring Valley, New York, established a Council of tutors, faculty and

administrators, all theoretically with an equal voice, to decide upon all major aspects of the program. (Case Study: Spring Valley High School, Tutorial Assistance Center, Dec., 1966, p.3). Is this an appropriate forum for making administrative decisions in a Neighborhood Youth Corps tutoring program?

If the program is run in cooperation with the Board of Education, how can members of the disadvantaged community be effectively involved, if at all?

On the one hand, youth tutoring youth might be an excellent opportunity for initiating positive changes in the school system. (The approach of the American Friends Service Committee in Denver, for example, is to use tutoring as the basis for developing closer ties with the neighborhoods and their Action Councils.)

On the other hand, one of the maxims suggested throughout the literature on tutoring in the school is the importance of cooperating with school personnel. (Gayle Janowitz, Helping Hands, 1965.) Is there a danger that effots to have an impact on the regular school will alienate school staff? Will this, in fact, hurt the program?

III. THE TUTORS AND THE TUTEES

Recruitment

What should be the criteria for selecting tutees?

The National Students Association Tutorial Center states that the alienation of the tutees from the rest of the school is a major problem in every program. Tutees feel that they are stigmatized as "'dumb' kids." (Tutorial Project Case Study: Providence High School, Sept., 1966, p. 1.) On the other hand, the University of Michigan CROSS-AGE program reports that rather than resenting being selected for special help, the tutees feel privileged. "They like the attention and look forward to their helping periods." (Questions about Cross-Age, p. 1.)

Does this suggest that tutees should be picked from among students with a wide range of abilities? Should the tutees volunteer, or if not, who should select them--their teachers? parents? etc. Is there a way of initially presenting the program to children needing special help to insure their positive attitude?

On what basis should the tutors be selected?

All Neighborhood Youth Corps enrollees must meet the poverty criteria, but among the disadvantaged, who should be selected; the underachievers? the academically better students? those with social problems? etc.

How important is it that the tutors have an initial commitment and belief in the program?

Some volunteer tutorial programs recommend the attendance (without pay) at orientation and training sessions be used as a screening device to weed out the uncommitted. (How to Train Tutors, North Carolina, p. 9.)

What are the strengths and weaknesses of having the tutor's reward be primarily monetary?

The Neighborhood Youth Corps enrollee must be paid and, thus, tutoring, at a minimum, is simply one of several potential jobs for youth who need funds to stay in school. The University of Michigan Cross-Age Helping Program, however, relies on the rewards of being selected and being permitted to leave one's regular classroom at scheduled times during the week. Are other non-monetary rewards possible in a Neighborhood Youth Corps tutoring program?

Training

What should the basic components of the training program include? Should it be directed toward attitude training, teaching techniques, or specific content?

How much pre-service training is necessary?

Most tutoring programs recommend one or two general orientation sessions with the specific discussion of techniques and use of materials to occur periodically once the tutor has begun tutoring. Since we are concerned with Neighborhood Youth Corps tutors, is a different approach to training necessary?

How familiar must the tutor be with the goals of the program?

Most tutoring programs state that it is very important that the tutor understand the goals of the program. (How to Train Tutors, Youth Educational Services, Durham, North Carolina, Oct. 1, 1965.) Does this hold equally well when one of the major purposes of the program is to change the attitudes of the tutors?

How much must a tutor know about the techniques and content of materials in the teaching of younger children? Are there techniques particularly recommended for working with disadvantaged tutees?

There are a variety of training techniques which have been employed. Some of the techniques which have been suggested are:

1. Observation of teaching with critical analysis of each observation.
2. Periodic distribution of relevant written materials.
3. Role-palying episodes (Eva Rainman and Ronald Lippett, Training of Personnel in Anti-Poverty Programs, p. 4).

One program for the training of Teacher Aides used the technique of having the trainer work with the Aides in the same way they were expected to work with children. The trainer would often purposely work with the Aides in an adversive manner--not listen to them, interrupt, tell a boring story, etc.--and then point out to them what they were feeling and why his teaching manner was so poor. (TAP, Washington, D.C., pp. 37-38.)

The University of Michigan Cross-Age program suggests the following training format: First, three or four pre-service seminars, of 30 to 50 minutes each, to discuss how to relate positively to tutees, what the tutees are like, how to turn the mistakes of the tutees into successful learning experiences. Second, one seminar per week of 30 to 50 minutes each for in-service training to share, discuss, and analyze problems; present new information about children; consider various teaching techniques.

There are a number of propositions in the literature about the factors causing successful tutoring (Tutoring Tips, Los Angeles City Schools, pp. 2-6). Are the following examples applicable and if necessary, how can tutors be trained to implement them?

1. "Effective tutoring is based more on support between tutor and tutee than upon expertise in a subject area;
2. The tutor should devote most of the first sessions to finding the student's learning problems;
3. Break the tutoring session into several short segments of various activities; and
4. The tutor should not criticize the school."

IV. CURRICULUM

What are some of the basic teaching techniques and content themes which should be employed in a Neighborhood Youth Corps tutoring program?

Some programs recommend that the tutoring session be broken into several short segments of various activities of 15 to 20 minutes (Tutoring Tips, Los Angeles City Schools, p. 4). Others suggest a strong emphasis be placed on games, commercially prepared or developed by the tutor. Most tutoring programs, on the other hand, concentrate on the teaching of reading and arithmetic. It has been suggested, for example, that tutoring programs may be more effective (at least in terms of improving the tutees' school work) if they concentrate on teaching things such as how to take tests, how to work in groups, how to make an outline, how to study, etc. (NSA, Tutoring the Disadvantaged Child, 1964). Is this a practical emphasis for a Neighborhood Youth Corps program?

How extensively should the content be built around the tutors' and tutees' mutually shared experiences which they can capture by using cameras, tape recorders, scrapbooks, dictated stories, etc., and thereby create their own curriculum?

To what extent is there a need for a special curriculum because the tutors and tutees are from the disadvantaged sector of the population?

It has been suggested, for example, that disadvantaged youngsters tend to work out mental problems best when they do things physically (Frank Reissman, Role Playing, p. 5). Thus, it is recommended that role playing be used as an educational device because it is so congenial with the style of a person from a low-income background; it is physical, down-to-earth, concrete, problem-directed, externally-oriented rather that introspective, group-centered, game-like rather than test-oriented, and informal in atmosphere. Others recommend "culturally relevant" materials. Do the disadvantaged learn better when materials, methods, etc., have these attributes?

Should tutoring be conducted on a one-to-one basis or in groups?

Some programs recommend a team approach to tutoring as being more suited to the disadvantaged, in part because it reduced feelings of competition (Gayle Janowitz, After School Study Centers, pp. 11-12). Is this a good idea? Should one tutor work with several tutees or should the team consist of several tutors as well as tutees?

V. EVALUATION

Is there sufficient evidence available "to know" that youth tutoring programs are, in fact, beneficial? (Academic achievement? Attitude changes? etc.) If not, on what basis should youth tutoring programs be justified?

How necessary is it for each separate youth tutoring program to make provision to be evaluated?

How should one actually go about evaluating a Neighborhood Youth Corps tutoring project?

The method most often discussed for evaluating tutoring programs is the standardized pre- and post-test with the use of a control group. (Tutorial Assistance Center Bulletin, NSA Vol. 1, #2, August, 1966.) But what about the problem of "cultural bias" in these tests? Furthermore, isn't the primary purpose of tutoring to change the attitudes of the tutors and tutees? How can you measure attitude changes among the disadvantaged? By test? Other?

Research on tutoring programs (with the exceptions of Cloward and Lippett) has tended to limit its concern to the impact of tutoring on the tutee, with no concern for possible changes in the tutors. Thus the two findings listed below do not indicate what the effect is on the tutor. They do seem worthy of consideration by anyone trying to set up Neighborhood Youth Corps Tutoring projects. The first finding is that sex and ethnic matching have a significant, positive impact on Negro tutees, but are not crucial with Puerto Ricans. The second finding is that the tutee's feelings of affection for his tutor had no effect on his achievement.

NATIONAL COMMISSION ON RESOURCES FOR YOUTH, INC.

36 West 44th Street
New York, N. Y., 10036
(212) 682-3339

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Ralph Tyler Chairman	Director Emeritus, Center for Advanced Study in the Behavioral Sciences 5825 South Dorchester Avenue Chicago, Illinois 60637 (312) 944-7552
Charles R. DeCarlo Vice Chairman	Director of Automation Research IBM Corporation 570 7th Avenue New York, New York 10018 (212) 983-5966
Mary Conway Kohler Secretary	Director, National Commission on Resources for Youth, Inc. 36 West 44th Street New York, New York 10036 (212) 682-3339
Victor Weingarten Treasurer	President, Victor Weingarten Associates 801 Second Avenue New York, New York 10017 (212) 889-6760

Rene Dubos	Professor, Rockefeller University York Avenue at 66th Street New York, New York 10021 (212) 360-1433
William Enes	Vice President, Roche Laboratories Division of Hoffman-LaRoche, Inc. Kingsland Road Nutley, New Jersey 07110 (201) 235-2261
George Gallup	President, Gallup Polls 53 Bank Street Princeton, New Jersey 08540 (609) 924-9600

Miss Helen Hall
Director Emeritus, Henry Street Settlement
165 East 60th Street
New York, New York 10022
(212) 838-7183

Farnsworth L. Jennings
Vice President, Union Carbide Company
270 Park Avenue
New York, New York 10017
(212) 551-5961

Hon. Florence Kelley
Administrative Judge, Family Court
135 East 22nd Street
New York, New York 10011
(212) AL 4-1900

Francis Keppel
Chairman, General Learning Inc.
3 East 54th Street
New York, New York 10019
(212) 421-9850

Ronald Lippett
Program Director, Center for Research on Utilization of Scientific Knowledge
University of Michigan
Ann Arbor, Michigan 48104
(313) 764-6108

Irving H. Millgate
President, Xicom, Inc.
P. O. Box 578
Tuxedo, New York 10987
(914) EL 1-4735

Eugene Patterson
Editor, Atlanta Constitution
P. O. Box 4689
Atlanta, Georgia 30302
(404) 522-5050

Peter G. Peterson
President, Bell & Howell
7100 McCormick Road
Chicago, Illinois 60645
(312) AM 2-1600

Fritz Redl
Distinguished Professor of Behavioral Science
Wayne State University
20001 Warrington
Detroit, Michigan 48221
(313) UN 1-0808

Arthur Rosenthal	President, Basic Books 404 Park Avenue South New York, New York 10016 (212) LE 2-0110
Robert Schwartz	President, Tarrytown House P. O. Box 222 Tarrytown, New York 10591 (914) 591-8200
Lawrence Senesh	Professor, Purdue University Lafayette, Indiana 47907 Dial O: Lafayette 90, Ext. 3887
Seymour L. Wolfbein	Dean, School of Business Administration Temple University Philadelphia, Pennsylvania 19122 (215) 787-7672